

**IN PURSUIT OF XCHANGE: DEVELOPING A  
FRAMEWORK OF PARTICIPATORY PRINCIPLES  
TO ENHANCE THE UNDERSTANDING AND  
MANAGEMENT OF THE BUILT ENVIRONMENT**

**APPENDICES**

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A thesis submitted in partial fulfilment of the requirements of the  
University of Lincoln for the degree of Doctor of Philosophy

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## **1: Context**

**Appendix 1.1 (A to D):** AHRC Collaborative Doctoral Award. University of Lincoln and NPS Humber. Case for Support (original research proposal). (Watt et al, 2011).

## **AHRC Collaborative Doctoral Award University of Lincoln and NPS Humber**

### **Case for Support**

#### **Partnership:**

Prior to 2003, Lincoln School of Architecture was located in Kingston-Upon-Hull where they developed a long-standing informal relationship with the non-academic partner in this project, NPS Humber Ltd. One of the project supervisors at NPS was a part-time member of staff in the School of Architecture, students have worked in the company on professional placements, and the firm's Director of Design has collaborated with the proposed lead supervisor on housing research. For the past year the company also has been in a formal partnership with the University of Lincoln as part of a Knowledge Transfer Partnership. NPS Humber Ltd has practised participatory design over many years. It recognises that participation in support of whole life design is significantly important in today's economic and environmental conditions. The company is keen to develop new and innovative specialist knowledge in participatory design as a strategic business opportunity. Working with a PhD researcher in the firm collaborating on 'live' projects offers an opportunity to secure all of these goals. The PhD project will further deepen the partnership relationship between NPS Humber and the University of Lincoln and serve as a model for future partnerships.

In the 2008 Climate Change Act the UK Government set in place legally binding targets to reduce greenhouse gas emissions by 80% of a 1990 baseline by 2050 (DECC, 2008). Hull City Council has pledged to meet or better the government's targets as set out in its Environment and Climate Change Strategy, 2010-2020 (Kingston upon Hull, 2010). NPS Property Consultants Ltd is a national organisation delivering a comprehensive and flexible range of property services tailored to meet the needs of both public and private sector clients across the UK. NPS and Hull City Council have established a joint venture company, NPS Humber Ltd, in order to provide building management services to the city and surrounding region. NPS play a lead role in delivering improvements to domestic properties and increasing carbon savings through the Community Energy Savings Programme (CESP). CESP is a Government obligation on energy companies to deliver carbon reductions and alleviate fuel poverty in deprived areas. NPS manage a social enterprise partnership, the Hull Warm Zone Programme, to deliver retrofit qualifying energy-efficient products to existing homes and deprived households, and through the process also assist landlords to maximise income. It is a delivery mechanism of the local Affordable Warmth Strategy designed to alleviate fuel poverty (Kingston upon Hull, 2010). CESP brings the two initiatives together in a new and innovative way, but as the output (lower emissions and lower fuel bills) depends on the behaviours of the occupants as much as the effectiveness of the retro-fitting, there is scope for research into the links between participatory design and community-based realisation of low energy / low carbon outcomes.

Environmental commentators concur that long-term reductions in energy consumption cannot be achieved through technological innovations alone, but these must be accompanied by significant changes in attitude and behaviour (Darnton, 2004). But recent policy discourse is preoccupied with awareness-raising and education and many programmes to improve environmental sustainability focus on efforts to "educate" the public, usually based on an information-deficit model (Owens and Driffill, 2008). Providing information may help change attitudes, but it does not necessarily lead to sustainable behaviour (Government Communications Network, 2009). The reasons for

## 1.1B

this vary from differences in expert versus householder values to a mismatch between the techno-economic messages of professionals and other powerful influences that determine behaviour such as social norms, culture and habits. We cannot expect that the simple transfer of expert information or solutions into the everyday domain of occupants will lead to significant reductions in energy usage (Parnell and Larsen, 2005; Guy and Shove, 2000). Recent substantial investment in research into human behaviour and energy issues (see summaries in Ehrhardt-Martinez, 2008 and Owen and Drifill, 2008) have focused on the behaviour of energy consumers or “the public” and fail to recognise that the attitudes or performances of other stakeholders, such as producers, decision-makers and technical experts, also may need to change. Some go further in acknowledging the complex and dynamic nature of environmental issues and accept there is a need for a more nuanced, flexible approach that embraces a diversity of values and knowledges (Reed, 2008; Alan, *et al.*, 2002). These sources call for more inclusive, participatory strategies in solving energy problems.

Participatory processes have been used in the field of architecture since the 1960s and 70s when some architects encouraged residents to become involved in the design process (Towers, 1995). Recent UK policy has strengthened the involvement of non-professionals in the design and regeneration of cities leading to a proliferation of literature dealing with participatory tools and techniques (The Architecture Foundation, 2000; Sanoff, 2000; Wates, 2000). There is also a substantial literature on participation in the environmental sustainability context. Various typologies have been developed and many benefits have been identified for stakeholder participation (Reed, 2008; Stringer, *et al.*, 2006). But throughout this literature the public has been positioned as the “problem” or the target of motivational activities rather than co-creators of strategies for sustainable change.

### **Aims:**

The aim of this project is to re-examine the issue of behaviour and domestic energy consumption by exploring creative synergies between long-established practices of participatory design in architecture and new theoretical insights from the emerging field of “design for social innovation”. The many definitions of social innovation in circulation describe it as “concerned with ideas, products, services, that are for the public good” (Mulgan, 2011). There is a growing consensus that design is a mode of innovation that can generate grass-roots social innovation that leads to behavioural change and new and better services. Design provides a set of skills, tools and methods that can guide people to new solutions or improve existing ones (Brooks, 2011; Emilson *et al.*, 2011). More importantly, it can simultaneously meet social needs and create new social relationships or collaborations (Murray *et al.*, 2010). By reframing the design process itself as a model for addressing both social and environmental issues, the project aims to develop a social learning process that embraces more sophisticated concepts derived from “service design”, “transformation design”, “metadesign” and “open innovation”. A priority principle of design for social innovation is participatory methodology (Chick and Micklethwaite, 2011).

### **Objectives:**

The objectives of the project are as follows:

1. To examine definitions, theories and methodologies associated with design for social innovation as practiced in knowledge and facilitation hubs such as the DESIS network, the DOTT programme, IDEO, and others.

## 1.1C

2. Using published case study material, to conduct a critical analysis of the application of participatory design tools and techniques in the context of architecture and planning practice.
3. To Identify, prioritise and synthesise new and existing participatory approaches and methods and create a social learning framework for engaging stakeholders in the generation of ideas, proposals and strategies for implementing energy saving initiatives.
4. To devise an evaluative methodology based on participatory appraisal techniques to continuously assess the social learning achieved.
5. To test the social learning framework in a number of live projects undertaken by NPS Humber.
6. Based on results of the ongoing and iterative formative self-evaluation, to create a model of practice suitable for wider application.

### **Research Questions:**

The core research question in this project is: How can we blend concepts and methodologies in design for social innovation with traditional participatory design practices in architecture and planning to create a social learning framework to facilitate stakeholders in creating more sustainable lifestyles, especially with regards to reducing domestic energy consumption?

### **Methodology:**

The research tasks will not be conducted sequentially, but will follow a participative, collaborative action research cycle of planning, action, observation and reflection. Action research is applied social research which is primarily distinguishable in terms of its purpose, which is to influence or change some aspect of whatever is the focus of the research. In this sense it is concerned with the emancipatory purpose of research – supporting and engineering change as an integral part of the research process. A range of qualitative research tools will be used as the project is conducted. NPS Humber will participate fully in formulating research questions and refining the methods. The non-academic partner has direct links with communities in Hull as well as access to a continuing flow of projects. Their previous experience with participatory methodologies will be invaluable in supporting the student's activities and, in particular, their professional design activities will provide a context for the student's interaction with stakeholders. Building on an exploration of the synergies between design for social innovation and participatory design, the student will be fully responsible for designing a participatory social learning framework that will be tested in live projects in Hull under the supervision of NPS Humber.

### **Timescales:**

The first year of the project will include induction and orientation, preparation of the literature review, and refining research questions and methods. The second year will be devoted to selecting and combining both existing and innovative methodologies for stakeholder engagement, creating a new social learning framework, and testing and evaluating the framework in live projects. The final year will involve critically reviewing the research findings, writing the thesis and disseminating findings.

### **Dissemination and Outcomes:**

Bringing expertise together from both disciplines creates opportunities for researchers in architecture to develop more holistic models for design practice that encompass behavioural outcomes beyond the built environment itself and for researchers in other



design fields to draw upon architects' knowledge about the practical application of participatory design methodologies as a foundation for implementing new theories in practice. It is expected that the research findings will generate guidelines and strategies for the effective use of the blended methodologies as well as a model framework for their application. The co-supervising partners will use the context of the research to develop a participatory programme which may be used in other social problem contexts identified by the private, public and third sectors. Findings will be disseminated in academic and more widely accessible formats; it will be made available to policy think tanks, professional organisations and other specialist social networking website.

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**Appendix 1.2 (A to C):** Hull City Council CESP Post-Completion Questionnaire. (Hull City Council, 2012)



### Energy Efficiency Improvement Scheme

Property:

**Q1 Are you the owner occupier or the landlord of this property?** Tick one box

Owner occupier ..... ☐ Go to Q2      Landlord ..... ☐ Go to Q4

**Q2 We held an information event about the alternative plans for this area in January. Did you attend?** Tick one box

Yes ..... ☐ Go to Q4      No ..... ☐ Go to Q3

**Q3 Why didn't you attend the information event?** Tick all that apply

I wasn't aware I would be affected by the plans ..... ☐  
 I have only recently moved to the area ..... ☐  
 I didn't know about the event ..... ☐  
 The time/date of the event was unsuitable ..... ☐  
 Other (please specify below) ..... ☐

**Q4 Listed below are some statements about the work carried out and your local area. How much do you agree or disagree with each of these statements?** Tick one box on each row

	Strongly agree	Tend to agree	Neither	Tend to disagree	Strongly disagree	I don't know
The work has improved the local environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work has improved the value of the property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work has had a positive impact on the local area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work will encourage me to invest further in the property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 1.2B

**Q5 How satisfied or dissatisfied were you with each of the following aspects of the work?** Tick one box on each row

	Very satisfied	Fairly satisfied	Neither	Fairly dissatisfied	Very dissatisfied	Not applicable
The quality of information provided by Hull City Council and it's partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The standard of workmanship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way your home was taken care of during the works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way any issues or problems you reported were dealt with during the works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpfulness and politeness of the workers/staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The level of noise and disruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of time the work has taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of the work as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q6 Did all of the workers/staff show their ID badges when attending your property?** Tick one box

Yes, all the time..... ☐ Yes, sometimes..... ☐ No..... ☐

**Q7a Are you considering making further improvements to your property in the near future?** Tick one box

Yes, definitely..... ☐ Go to Q7b

Yes, maybe ..... ☐ Go to Q7b

No ..... ☐ Go to Q8

**Q7b Please provide a brief description of the improvement work you are considering.** Use the space below

**Q8 Would you be interested in additional works to provide new front boundary improvements to properties?** Tick one box

Yes, definitely ..... ☐ Yes, maybe ..... ☐ No..... ☐

## 1.2C

### About you

The following questions will help us to understand the views of different groups of people and make sure that we deliver all of our services fairly.

**You do not have to answer these questions but if you do, the information you provide will be kept confidential. If there are any questions you do not want to answer, please leave them blank.**

**Q9 What is your gender?** Tick one box Male ..... ☐ Female..... ☐

**Q10 What year were you born?** Write the year in the space (YYYY)

**Q11 Are your day-to-day activities limited because of a health problem or impairment which has lasted, or is expected to last at least 12 months? (Please include conditions such as mental health issues or problems related to ageing.)** Tick one box

Yes, limited a little ..... ☐ Yes, limited a lot ..... ☐ No..... ☐

**Q12 Which of the following best describes your ethnic background?** Tick one box

White:

English/Welsh/Scottish/Northern Irish/British. ☐ Irish ..... ☐

Gypsy or Irish traveller ..... ☐ Any other (specify in the space below)..... ☐

Black / Black British:

African ..... ☐ Any other (specify in the space below)..... ☐

Caribbean..... ☐

Asian / Asian British:

Bangladeshi ..... ☐ Pakistani..... ☐

Chinese ..... ☐ Any other (specify in the space below)..... ☐

Indian ..... ☐

Mixed / multiple ethnic group:

White and Asian..... ☐ White and Black Caribbean ..... ☐

White and Black African..... ☐ Any other (specify in the space below)..... ☐

Other ethnic background:

Arab ..... ☐ Any other (specify in the space below)..... ☐

Please specify your ethnic background below

**Q13 Please use the space below for further comments.**

**Thank you for taking the time to complete this questionnaire, your feedback is important to us. Please return your completed questionnaire in the freepost envelope enclosed.**

## **2: Interviews with built environment practitioners**

**Appendix 2.1 (A to C):** Interviews with built environment practitioners - questions

## 2.1A

### Questions (Not for circulation)

#### Ice-breakers:

1 - As an introduction, are you able to give me a brief overview of (*organisation*)?

Hint: Role / function

Hint: Geographical remit

Hint: History

Hint: Staff numbers

2- (If not already addressed) Further to this, can you give me an overview of the role (*organisation*) plays in in respect to domestic energy use in Hull?

3 - Having first addressed the organisation, I'm here today talking with you, so I'd be interested to know about your role within (*organisation*)

4 - Would you be happy to tell me a little about your experience in the field?

#### Introducing the subject of practicalities:

5 - As detailed in the overview sheet, I am interested to know how organisations operating in the Hull area work with the public on the subject of domestic energy use.

In line with this, can you give me an overview of how (*organisation*) works with the public on the subject of domestic energy use - we'll move on to specifics in a few minutes?

#### Purpose:

6 - More specifically, what is the purpose of this contact with the public?

Examples: seeking comment, providing advice, providing support, education

If the contact involves providing advice:

6a - What is the nature of the advice?

6b - What is the source of this advice?

6c - Is advice tailored to the needs of specific households?



## 2.1B

### Initiating Contact:

7 - When you work with members of the public, how is the initial contact initiated? In other words, is it a case of you contacting them, or them contacting you?

If a case of participants being sought:

7a - Do you have criteria / a quota for selecting participants?

### Methods:

8 - Thinking about the **ways** in which you work with the public, what **methods** do you use to achieve your aims?

Examples: Surveys / questionnaires, workshops, interviews, visits

### Measuring Progress:

9 - Do you have procedures for measuring the impact or effect of your work involving the public? Can you explain how these work?

Hint: before / after exercises, satisfaction surveys

### Timescales:

9 - Over what sort of a timescale does you work with the public usually run?

Hint: One-off, for the life of the project, maintained indefinitely

### Documentation and Distribution:

10 - Is all of your work with the public documented and relayed to participants? In what sort of format?

11 - In addition, is this information easily available to a wider audience? Where / how?

### Responsibility and Decision-Making

12 - Who is responsible for making the decisions about the way in which (*organisation*) works with the public?

Hint: Who chooses the methods to be used in a particular exercise?

## 2.1C

### **Connections:**

12 - One of the aims of this exercise is to get a better understanding of the range of bodies involved in the field of domestic energy use in Hull, and how they are connected, or otherwise. In your knowledge, does (*organisation*) have connections with other organisations working in this field in Hull?

### **Potential:**

13 - Do you feel there is scope for further involvement of the public in the work of (*organisation*) on the subject of domestic energy use?

Please expand:

14 - (If yes to above) Why does this not take place at the moment?

### **Closure:**

15 - Now that we have worked towards the end of the questions I had, is there anything further on the topic that you would like to address?

Additional: any questions about the project?

### **Thanks / Departure:**

Express thanks for time and participation

As I outlined at the beginning, details of the project, and contact details for both myself and my supervisor are included on the sheet, which you are free to take away with you.


Please feel free to get in touch if you'd like to follow anything up.

Would you like to be kept informed of how the project progresses / how your contribution has been used? Transcript / copy of recording?

(If so, take down email address)

## **Appendix 2.2 (A to D): Application for ethical approval**

## 2.2A

<b>EA2</b>		<b>Please word-process this form, handwritten applications will not be accepted</b>		 <b>UNIVERSITY OF LINCOLN</b>	
<b>Ethical Approval Form: Human Research Projects</b>					
This form must be completed for each piece of research activity whether conducted by academic staff, research staff, graduate students or undergraduates. The completed form must be approved by the designated authority within the College.					
<b>Please complete all sections.</b> If a section is not applicable, write N/A.					
<b>1 Name of Applicant</b>		Will (William Betts) Wilson			
		School: Architecture		College: Arts	
<b>2 Position in the University</b>		MPhil / PhD Student			
<b>3 Role in relation to this research</b>		Researcher (Student)			
<b>4 Brief statement of main Research Question</b>		How can we blend traditional participatory design practices from the built environment with concepts and methodologies from the emerging field of design for social innovation to create a social learning framework to facilitate stakeholders in creating more sustainable lifestyles, especially with regard to reducing domestic energy use?			
<b>5 Brief Description of Project</b>		<p>This project, supported by an AHRC Collaborative Doctoral Award, will evaluate new methods of working with communities in the context of the built environment, and is being undertaken in partnership with property consultants NPS Humber. Combining traditional participatory practices with more sophisticated methods from the emerging field of design for social innovation, it aims to reformulate the design process as a means to provide mutual social learning opportunities to the communities, stakeholders and practitioners involved. Utilising a Participatory Action Research (PAR) approach, this aims to position all parties as co-researchers, respecting the expertise of all those involved, whilst also recognising that everyone has the capacity to learn from those around them.</p> <p>This will be delivered as a framework which is to be developed through direct involvement in a range of 'live' design projects in the city of Hull, focussed upon the topical and pressing issue of domestic energy consumption. Access to these projects is to be provided via NPS Humber and their partner, Hull City Council. The project aims to use the combined participatory methods to assist communities to make positive changes to their energy use behaviour, in parallel with the technological interventions being delivered by NPS Humber. In a practical sense, the project will involve testing the combined methods in various aspects of a range of projects, in order to assess their suitability, and to demonstrate the completed framework following its completion. Subsequent to the completion of the project as a whole, it is intended that the 'tools' acquired by the co-researchers involved will have the potential to be applied on a far wider basis.</p>			
		Approximate Start Date:		Approximate End Date:	
		November 2012		November 2015	
<b>6 Name of Principal Investigator or Supervisor</b>		Dr Kathleen Watt			
		Email address:		Telephone:	
		kwatt@lincoln.ac.uk		01522 837138	
<b>7 Names of other researchers or student investigators involved</b>		1. N/A 2. 3.			
<b>8 Location(s) at which project is to be carried out</b>		Within a range of communities in Hull (dependent on the projects that NPS Humber are working on at the time)			

## 2.2B

<p><b>9 Statement of the ethical issues involved and how they are to be addressed –including a risk assessment of the project based on the vulnerability of participants, the extent to which it is likely to be harmful and whether there will be significant discomfort.</b></p> <p><b>(This will normally cover such issues as whether the risks/adverse effects associated with the project have been dealt with and whether the benefits of research outweigh the risks)</b></p>	<p>The proposed methodology is to be based on the principles of action research, and thus the members of the public, practitioners, and other stakeholders involved are to be positioned as co-researchers. This will enable them to share in directing the course of the project. However, as instigator of this process, I take responsibility for ensuring that the relevant ethical standards are maintained, and that all parties, myself included, are protected from any potential harm. Similarly, the flexibility that has been built into the project, in line with the use of action research, means that it is difficult to project in detail the issues that will arise from the outset. Furthermore, it is acknowledged that whilst a fundamental characteristic of this project is that it is intended to be of positive benefit to all those involved, this cannot be taken as a given.</p> <p>In response to all of the above, it is proposed to adhere to a set of robust and carefully compiled ethical guidelines which bring together the University of Lincoln's Ethical Guidelines with those produced specifically for community-based participatory research projects by the Centre for Social Justice and Community Action at Durham University (2012). To ensure that the aims and practices of the project are clearly communicated from the outset, these principles are to be presented in the form of a working agreement, which will be issued to all individuals, groups and organisations involved in the project before they contribute. Although this agreement has yet to be produced, it will have an emphasis on clarity, and will focus upon the following issues:</p> <p><b>Fundamentals:</b></p> <p>The research will, at no point, involve deception; in order to realise the desired social learning, this is to be an honest, open and transparent undertaking. The potential risk of harm to co-researchers through being involved in the project will be no greater than the risks associated with ordinary, everyday life.</p> <p><b>Identification of communities and co-researchers:</b></p> <p>In respect to discrimination, the communities that will be the subject of the research activities are not being chosen at my discretion, but are projects that NPS Humber will be working on in their role as property consultants to Hull City Council. The opportunity to participate in the project will be offered to residents of all of the properties within the respective areas, without bias. Should obstacles to this strategy be encountered, such as through language barriers, the support of Hull City Council will be sought, given their experience in organising participatory processes. Other co-researchers, such as representatives of organisations or companies, will be recruited to the project via an organic process, such as through discussion with co-researchers that a particular party could make a potentially valuable contribution to the issues being addressed.</p> <p><b>Sensitive / vulnerable subjects:</b></p> <p>It is not proposed that children will be involved in the project. However, if this changes as the research develops, further ethical approval will be sought from the RDB. In respect to the potential involvement of other vulnerable subjects, it is acknowledged that this may arise through the way in which co-researchers are to be recruited. In any such cases, care will be taken to ensure that the process respects the needs of such individuals, and their situation, and that misplaced assumptions are not made about their consent to be involved in any aspect of the project. Again, the support of Hull City Council will be sought should any problematic issues arise.</p> <p><b>Informed consent:</b></p> <p>Whilst the research is to be conducted according to the principles of action research, the proposal itself has been developed between the University of Lincoln and NPS Humber, without the prior knowledge or involvement of the target communities or other potential co-researchers. Participation in the project is completely voluntary and thus, through the working agreement, all potential co-researchers will be provided with clear guidance on the purpose of the research, the methods to be used, and the intended use of their contributions, so that they can make an informed decision as to their involvement. No inducements are to be offered, other than the benefits of the social learning that the project seeks to develop. The potential for the research to take unexpected directions as it progresses will be made clear from the outset, and that any such changes will be mutually agreed with all co-researchers before they are put into practice. The agreement will also acknowledge that participation is at the discretion of the co-researchers, and that if they feel uncomfortable or compromised at any point they can withdraw from the process without fear of repercussions.</p> <p><b>Handling of personal information:</b></p> <p>It is expected that the project will generate potentially sensitive personal information. In order to protect this, any identifying information (names, addresses etc.) will be kept separately from other personal information collected (response data). In addition, this will be held in a secure manner (such as in a locked filing cabinet or on a password-protected computer), and will be disposed of using secure means (secure document shredding service) when no longer</p>
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required. Safeguarding procedures such as these are already practiced by NPS Humber and Hull City Council, as they engage in work that involves personal information on a frequent basis. As an associate member of staff at NPS Humber, I have access to the systems and facilities that they currently use.

#### **Confidentiality:**

Whilst the subject of the research, in the form of domestic energy use, is not a particularly sensitive topic in itself, the research has the potential to lead on to the discussion of other issues that may be more delicate, due to the aim of examining and understanding behavioural drivers. This will be acknowledged in the working agreement, and care will be taken to ensure that both the process of the research and its outcomes do not result in harm or embarrassment to any of those involved. In addition, the working agreement will identify how disclosed information will be used as part of the research process and how it will be disseminated. It will also acknowledge that disclosure of any information requested by other co-researchers or facilitators during the process is not mandatory, and that all co-researchers have the right to request that any aspect of the information they disclose be kept confidential, if they so wish.

#### **Anonymity:**

Issues of anonymity will be discussed at an early stage, as there is an acknowledged balance to be struck between not disclosing sensitive information and providing the opportunity for a sense of ownership of the project and its achievements to be conveyed. As a default position, the city and the general neighbourhood area being worked in will be disclosed, although disclosure of anything at a more defined level than this (the names of streets, individuals, groups, organisations etc.) will be subject to prior agreement with those involved. If mutual agreement cannot be reached, the default position will be assumed.

#### **Soliciting of advice:**

Whilst it is expected that the co-researchers involved will demonstrate expertise in a variety of fields, it is unlikely that this will cover every issue that arises. It will be identified in the working agreement that should a co-researcher seek advice or help that lies outside of the areas of expertise of the collective, caution must be exercised, and that the issue should be referred to an appropriate source of professional advice. If this is of potential benefit to multiple parties, the involvement of such an expert as a co-researcher may be investigated. Integral to the aims of the project, it will be highlighted that mutual respect for the differing types of experience held by all co-researchers will be expected of everyone involved.

#### **Ownership, control and use of the research data and findings:**

Given that the research is focussed upon social learning, and is being approached using action research, it is inevitable that the results will be shared with all of those involved as part of the process. Any published material will also be made readily available to all co-researchers, so as to assist them in appreciating the implications of what they have been involved in. Alongside this, the working agreement will define the channels of communication that are to be used during the course of the research, and those that will be available subsequently, should co-researchers wish to follow-up any issues that arise. It is also relevant to acknowledge that conditions have been included in the CDA partnership agreement, between the University of Lincoln, NPS Humber and myself, in order to protect commercially sensitive information and intellectual property, and to guide any potential publication of material. I understand that it is my role to maintain any confidences with regard to such information, and that I am not in a position to disclose it to fellow co-researchers, or otherwise, without prior authorisation.

If required, a copy of the working agreement can be supplied to the CRDB, once completed. Further to the unpredictability of the direction of the project, I will also remain vigilant as to any potential ethical issues that arise during the course of the research and will raise these with the CRDB accordingly. Any such issues will also be subject to discussion with the co-researchers, so as to ensure that everyone remains content with the nature of the working arrangements and the direction of the project.

#### **References**

Centre for Social Justice and Community Action, 2012. *Community-based Participatory Research: A guide to ethical principles and practice*. Durham, Durham University. [Online]. Available at: [www.dur.ac.uk/resources/beacon/CBPREthicsGuidewebNovember20121.pdf](http://www.dur.ac.uk/resources/beacon/CBPREthicsGuidewebNovember20121.pdf) (Accessed 12-05-13)

## 2.2D

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### Ethical Approval From Other Bodies

10 Does this research require the approval of an external body ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes", please state which body:- N/A	
11 Has ethical approval already been obtained from that body ?	N/A	Yes <input type="checkbox"/> -Please append documentary evidence to this form.
	No <input type="checkbox"/>	
	If "No", please state why not:-  N/A	
	Please note that any such approvals must be obtained and documented before the project begins.	

### APPLICANT SIGNATURE

I hereby request ethical approval for the research as described above.  
I certify that I have read the University's ETHICAL PRINCIPLES FOR CONDUCTING RESEARCH WITH HUMANS AND OTHER ANIMALS.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
PRINT NAME

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*FOR STUDENT APPLICATIONS ONLY –  
Academic Support for Ethics*

Academic support should be sought prior to submitting this form to the designated Ethics Committee within the Faculty .

***Undergraduate / Postgraduate  
Taught application***

***Academic Member of staff nominated by the  
School (consult your project tutor)***

***Postgraduate Research  
Application***

***Director of Studies***

*I support the application for ethical approval*

**Appendix 2.3 (A and B):** Interviews with built environment practitioners - prologue



## 2.3A

### **Public Involvement and Domestic Energy Use in Hull** Scene-Setting Interviews (August 2013)

#### **Prologue**

##### Project overview:

This series of informal interviews forms part of a larger project, being delivered as a three- year PhD programme, led by the University of Lincoln, and in partnership with the Design Team at NPS Humber. The project is supported by a Collaborative Doctoral Award (CDA) from the Arts and Humanities Research Council. A CDA provides a unique opportunity for higher education institutions and non-academic organisations to collaborate in order to undertake research into issues of shared interest.

This project aims to evaluate new methods of working with communities on the subject of the built environment, and is specifically focussed upon the the pressing topic of domestic energy use behaviour in the context of the city of Hull. In practical terms, the intention is to examine the successes of existing practices, and to consider how these might be supplemented by new techniques, with the aim of making participation a more equitable and productive experience for all those involved, and one which can encourage positive changes to usage behaviour. The proposed framework of techniques is to be developed through direct involvement in a range of 'live' design projects in Hull.

##### Purpose of the interviews within the wider project:

Overall, this series of informal interviews is being conducted in order to obtain a better understanding of the current situation in respect to the range of organisations working with the public in Hull on the subject of domestic energy use. On the basis of the information acquired, it will be possible to identify the type of new techniques that it would be most suitable to trial.

##### Selection of organisations:

The organisations approached were identified based on the presumption that their work involves contact with the public on the subject of domestic energy use. Whilst some of the information sought can be acquired from sources such as the internet, it is felt that an interview will provide the opportunity to ask questions that are more directly related to the aims of the research.

##### Anonymity

In respect to both organisations and interviewees, the default position is that all data acquired will be anonymised.

## 2.3B

### Recording:

It is proposed that a sound recording of the interview be taken, solely to ensure that all answers provided are accurately recorded, and to remove the need for written notes to be taken. The recording will subsequently be used to produce a written transcript of the interview for analysis. Once this process has been completed, the recordings will be securely stored for the duration of the project, and will not be made available to anyone outside of the project team (myself and the supervisors).

### Withdrawal from proceedings:

Should you wish, you may withdraw from the interview process at any time.

### Supervisory arrangements:

The project is being directed by Dr Kathleen Watt, of the University of Lincoln, with additional academic supervision provided by Professor Anne Chick, also of the University of Lincoln, and practice-based supervision by Mr Steve George, Director of Design at NPS Humber.

Should you have any questions about the interview process, or the wider project, please feel free to contact one of the supervisors:

Dr Kathleen Watt: [kwatt@lincoln.ac.uk](mailto:kwatt@lincoln.ac.uk)

Prof Anne Chick: [achick@lincoln.ac.uk](mailto:achick@lincoln.ac.uk)

Mr Steve George: [steve.george@nps.co.uk](mailto:steve.george@nps.co.uk)

Will Wilson  
August 2013

[willwuk@students.lincoln.ac.uk](mailto:willwuk@students.lincoln.ac.uk)

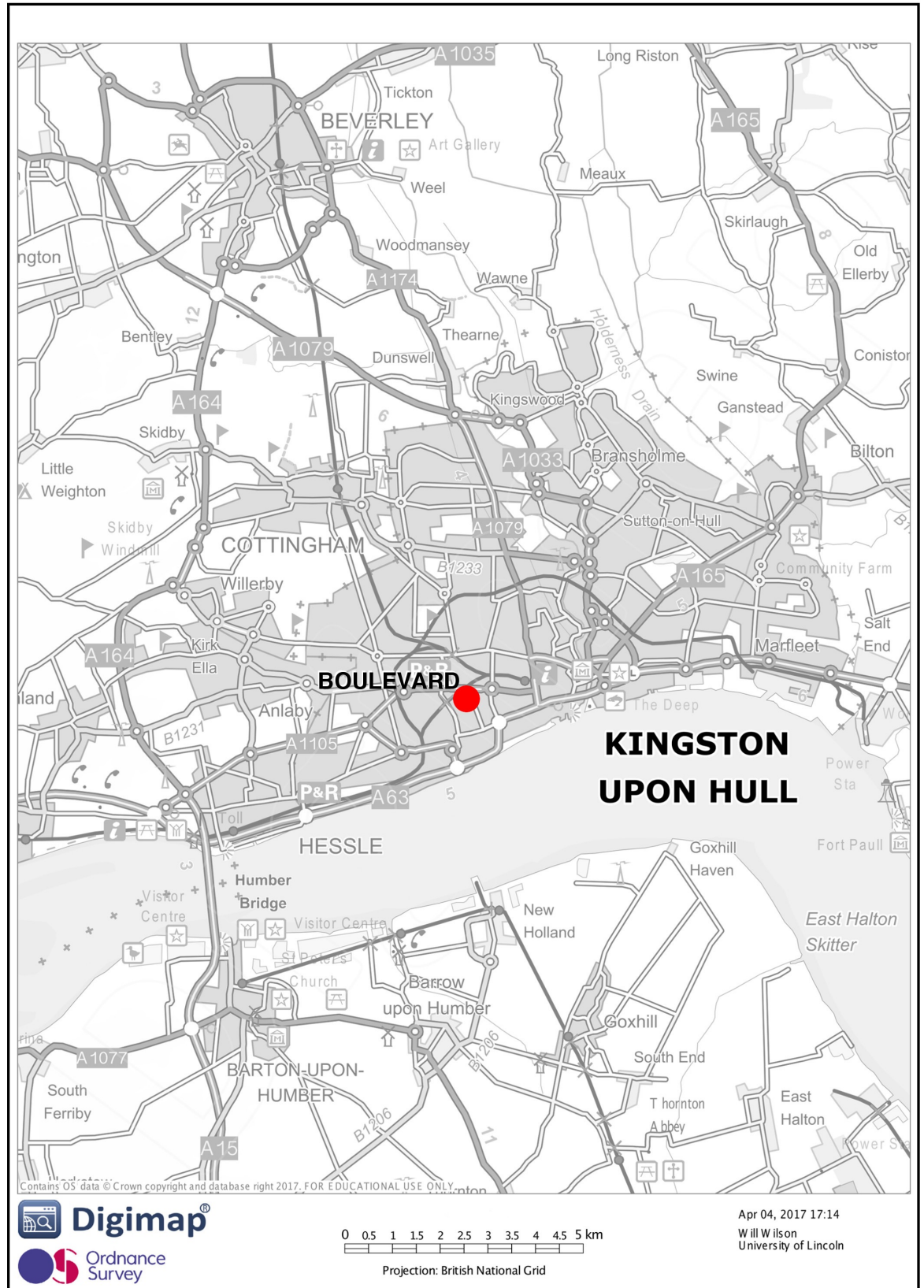
## **Appendix 2.4:** Interviews with built environment practitioners - interview transcripts (A1 - A10)

Please see separate document

### **3: Interviews with householders**

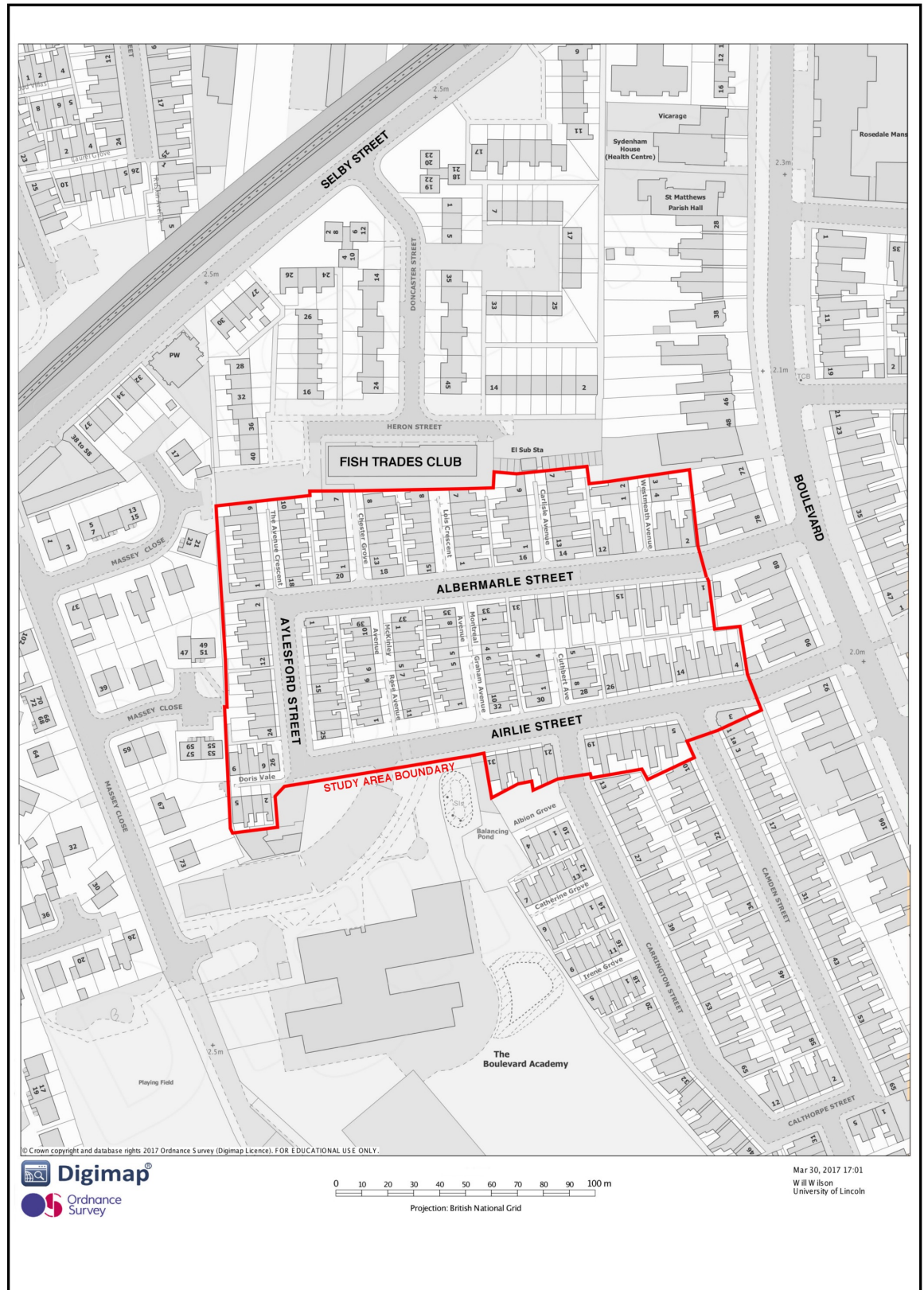
### **Appendix 3.1:** Location of the Boulevard neighbourhood in Hull

### 3.1



## **Appendix 3.2:** Boulevard neighbourhood study area boundary

### 3.2





### **Appendix 3.3 (A to C):** Contextualising the Boulevard neighbourhood

**3.3A:** Installing CESP-funded external insulation in nearby Carrington Street, 2013.



**3.3B:** A property that had not received CESP-funded works in Aylesford Street, 2013.



**3.3C:** View of Albermarle Street from Boulevard following completion of the works, 2013.



### **Appendix 3.4 (A to I): Interviews with householders - questions**

**3.4A**

**Boulevard Area Household Experience Survey: Spring 2014**

**DETACHABLE COVERSHEET**

Name:

Address:

Reference:

Date:

REF:

### 3.4B

#### **Boulevard Area Household Experience Survey: Spring 2014**

1: How long have you lived here?

2: Do you mind me asking whether you rent the property or own it?

REF:

### 3.4C

3: What do you like about living here?

Is there anything that you don't like?

4: What is the community like here?

REF:

### 3.4D

4: What did you understand to be the purpose of the works that Hull City Council and it's partners recently undertook to your house?

REF:

### 3.4E

5: What benefits or improvements have you noticed following the works?

6: Have there been any negative outcomes?

REF:



**3.4F**

7: How do you feel about the information you received about the works? Was it helpful?

REF:

### 3.4G

8: Is there anything that should have been done differently, or anything else that needs to be done?

9: Could you / would you like to have been more involved in the process / project? In what way?

REF:

### 3.4H

9: Do you feel that your household is energy efficient?      In what way?

9: Is there anything else you would like to say?

REF:

### 3.4I

10: Would you be interested in finding-out about what we do with the findings from these interviews?

11: Would you be interested in being involved in further work on these topics in the local area?

REF:

### **Appendix 3.5 (A to D): Interviews with householders - risk assessment**

## RISK ASSESSMENT SUMMARY SHEET



UNIVERSITY OF  
LINCOLN

### 1. Location

Campus: Remote (in Hull)	Assessment Date: 07-03-14
Department/College: Architecture	Re-assessment Date:
Building/Area: Remote - Households in Hull	Risk assessment team members: Dr K Watt
Accountable Manager: Dr K. Watt	W Wilson

### 2. Details of further action necessary to control risk (with dates)

Task	Action	Who is Responsible	Date
Contacting interviewees and being contacted by interviewees	Acquire basic mobile phone, and divert office (NPS) phone number to it. Provide only this number to interviewees - not personal number. Take this only this phone on home visits. Provide only University of Lincoln email address.	WW	In advance of first interview
Undertaking interviews with householders	Arrange 'buddy-up' service - I will inform a responsible person of my appointments, and ask them to call me if they have not heard from me within a stipulated time frame. Time frame and list of potential 'buddies' to be compiled in advance of first interview.	WW	In advance of first interview

### 3. Summary of risks (with controls in place)

Risk to Pregnant Workers?	Yes	No	X
Or to Disabled Workers?	Yes	No	X

Assessment of risk	Low	Medium	X	High	Very High
--------------------	-----	--------	---	------	-----------

4. Evaluation

This assessment is an accurate statement of the known hazards, risks and precautions. I certify that the control measures will prevent or, if this is not possible, control the risk subject to the level shown in section 3 (above) and that staff will be adequately trained and supervised, and the identified control measures implemented. The contents of this assessment will be communicated to staff and all relevant persons.

Signature of Assessor:	Date:
Signature of Accountable Manager (if not Assessor):	Date:

Probability of Injury/Loss/Harm (P)	
1	Very Unlikely
2	Possible
3	Probable
4	Very Likely

Severity of Injury/Loss/Harm (S)	
1	Minor    Mild bruising, minor cuts, mild chemical irritation to eyes or skin.    No absence from work or absence of less than 3 days.    Minor property damage
2	Serious    Loss of consciousness, burns, breaks or injury resulting in absence from work for more than 3 days. Other non-permanent chemical effects. Serious property damage confined to the workroom or area
3	Major    Permanent disability or other reportable injury or disease.    Major property damage affecting the building
4	Fatal    Death    Property damage affecting the loss of one or more buildings

Overall Risk Rating		
Score	Degree of Risk	Acceptability
1 - 5	Low risk	Reasonably acceptable risk. Modify wherever possible. Implement control measures. Monitor.
6 - 12	Medium risk	Tolerable risk. Review and modify wherever possible. Enforce control measures. Review regularly. Monitor.
13 - 16	Very High risk	Unacceptable risk. Stop work and modify urgently. Enforce control measures.

### Risk Assessment Detail Sheet

#### General hazards

Task	Hazard	Who might be harmed	Before Controls (Initial risk)			Control Measures (Existing)	Control Measures (Proposed)	After Controls (Revised risk)		Overall Risk
			P <sup>i</sup>	S <sup>i</sup>	3 +			P	S	
Undertaking interviews:	Interview process in general could raise issues that people do not want to discuss	Interviewee	2	1		A range of ethical procedures are in place, putting the interviewee in control of the process, and allowing them to avoid any issues or situations they are not comfortable with. They have been notified of this in advance, via a prologue that accompanied the invitation to be interviewed.		1	1	1
Undertaking interviews:	Lone working, visiting people in their homes	WW	2	1		Interviews arranged by trusted and responsible intermediary, who knows local residents.	Buddy-up' scheme to be arranged, whereby a trusted contact will call me if they have not heard from me within a stipulated time frame when interviewing.	2	1	2



3.5D

Contacting interviewees, and providing a means for interviewees to contact me	Potential for contact details (tel and email) to be abused	WW	2	1	Provide University of Lincoln email address as a means of contact	Acquire a cheap mobile phone and divert NPS office number to it - provide this number to those invited to participate. Also, take this phone with me whilst undertaking interviews (rather than expensive personal phone)	1	1	1
								Highest Score on any line	2
Risk Assessment:		L o w	<input checked="" type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>		

Overall Risk Rating

Score	Degree of Risk	Acceptability
1 - 5	Low risk	Reasonably acceptable risk. Modify wherever possible. Implement control measures. Monitor.
6 - 12	Medium risk	Tolerable risk. Review and modify wherever possible. Enforce control measures. Review regularly. Monitor.
13 - 16	Very High risk	Unacceptable risk. Stop work and modify urgently. Enforce control measures.

**Appendix 3.6 (A to C): Interviews with householders - invitation pack**

### 3.6A



March 2014

Dear Resident,

#### **Invitation: Boulevard Area Householder Perception Interviews**

I am contacting you in the hope that you may be able to help me as part of a research project that I am currently working on, focussed upon your neighbourhood.

My name is Will Wilson, and I am a PhD student in the School of Architecture at the University of Lincoln. The project that I am working on is about trying to find ways to help communities to have a bigger say on the issues that affect them and their neighbourhood. This is being focussed on the issue of home energy efficiency. As part of this, I am interested in your neighbourhood because of the works recently completed to properties by Hull City Council and its partners.

In short, I would welcome the opportunity to conduct an **informal interview** with you to find out about your thoughts on the works, and on your experience and perceptions of the local area.

I have included further information about the project and the purpose and format of the interview process on the accompanying sheet (enclosed). However, if you have any questions that are not covered by this, please do not hesitate to contact me via the telephone number or email address below.

If you are interested and able to take part, please complete the attached consent form and return it in the stamped addressed envelope provided. I will then be in touch to arrange a convenient date, time, and place to meet with you.

I look forward to hearing from you.

Yours faithfully,

Will Wilson  
PhD Student (Architecture)

Tel: 01482 816 135  
Email: 06081159@students.lincoln.ac.uk



## Boulevard Area Householder Perception Interviews: March 2014

### Key Information

#### The project:

The project is concerned with looking at ways to give the public more opportunities to shape the issues that affect them and their neighbourhood. It is also interested in finding ways to help those who work with and for the public to better understand and appreciate local views.

Your neighbourhood is being approached because of the works recently undertaken to houses by Hull City Council and its partners.

The project is being run as a partnership between the University of Lincoln and Hull-based property consultants NPS Humber.

Will Wilson is the lead researcher. The lead supervisor is Dr Kathleen Watt (University of Lincoln), assisted by Professor Anne Chick (University of Lincoln) and Mr Steve George (NPS Humber).

#### The interviews:

The aim of the interview process is to give you the chance to express your thoughts about the works completed in the area by Hull City Council and its partners, and on more general topics, such as your experience of and feelings about the local area.

The information that you provide will be combined with that of other households to help build-up a picture of what local people think, and what matters to them.

Your involvement in the interview process is voluntary, and you may withdraw at any time.

A sound recording may be made of the interview, but I will agree this with you first.

If desired, I will provide you with a copy of any notes that I take during the interview.

Whilst the results of the interviews may be presented or published as part of the project, your identity will not be revealed, and your name or address will not be linked to any of the information you provide, unless agreed otherwise.

If desired, I will keep you informed about the progress of the project, how your contribution has helped to shape it, and any further opportunities to be involved.



Boulevard Area Householder Perception Interviews: March 2014

**Consent Form**

Name:

\_\_\_\_\_

I am interested in being interviewed as part of the research project being undertaken by the University of Lincoln and NPS Humber.

I have read the information contained in the letter about the project and the interview process.

I understand what I am being asked to do, and what the purpose of my involvement is.

I am aware that I can withdraw from the interview process at any time.

I am happy to be contacted by Will in order to arrange a convenient date, time and place for the interview to take place.

Signed:

\_\_\_\_\_

Preferred means of contact (telephone number / address / email address):

\_\_\_\_\_

***Please return this form, in the stamped addressed envelope provided, to project partner NPS Humber, who are receiving all completed forms on my behalf.***

### **Appendix 3.7:** Interviews with householders - coded interview excerpts (B1 - B5)

Please see separate document

### **Appendix 3.7 (A to H): Interviews with householders - case report**



## Boulevard Area Householder Perception Interviews Findings: July 2014

*Dear Resident,*

Firstly, I want to say a big 'thank you' for providing me with the opportunity to talk with you recently about your local area and the works undertaken to it by Hull City Council and its partners. From my point of view this was not only useful, but it was also a pleasure to hear about your experiences and views.

Of the fifteen local households approached, five interviews were eventually secured. As you will see in the centre of this leaflet, the findings from these interviews have been brought together in order to provide an overall view of the issues that were raised. As promised, I have not identified anyone in this. I hope that you find this interesting reading.

The information gathered is certainly proving useful to me, as work is now underway to consider what it tells us about the local area, and how this might be acted upon. More details about what is expected to happen next, and how your views are helping to shape this, are included on the back page.

Whilst it had been the intention to hold a meeting at this point in the process, to provide feedback and to allow everyone to meet-up and discuss the findings, it has since been decided that it would be more appropriate to do this at a later stage. However, I appreciate that you may like to discuss the findings and, if so, I would be very happy to meet with you, at your convenience. My contact details are included on the back page of this leaflet, for this or any other queries that you may have.

Thanks again for your involvement. I look forward to working with you again soon!

*Kind regards,*

*Will*

SEE  
INSIDE



## What have we learned.....?

After completing the interviews, the findings were gathered together in order to see what issues had been raised. This also helped to see whether there were similarities or differences between the views of those interviewed.

As shown across the next few pages, eight key themes were identified:

### 1: COMMUNITY

- The area that people consider to be their 'local neighbourhood' varied significantly between households.
- Cultural diversity and a high number of rented properties make it difficult to build a sense of community.
- Despite this, some very established friendships exist.
- Most people identified somebody in the local area that they don't talk to.
- Some people are passionate about standing up and defending their community.
- The community has previously united in action in response to issues, such as anti-social behaviour.
- However, a number of interviewees acknowledged the difficulty in getting people to take action / be involved.



## 2: ENERGY USE

- Some interviewees discussed their energy use, focussing on their bills / costs.
- Most interviewees discussed energy saving practices that they used, including both physical and behavioural measures.
- No mention was made of environmental concerns as a driver for saving energy. Saving money was the key issue.
- Most people compared their energy use behaviour with that of others, notably neighbours or friends.



## 3: ISSUES IN THE LOCAL COMMUNITY

- Upkeep and future development of the grass strip in Airlie Street.
- Dog fouling in Doncaster Street.
- Poor maintenance of the area beneath Anlaby Road flyover.
- Thoughts about previous Gateway plans.
- Parking problems connected to the KC Stadium.
- Awareness of past issues in the local area, and trying to prevent them happening again.
- Concerns about rented properties, empty properties and absentee landlords.
- Effectiveness of councillors and forum meetings.
- Varied awareness and use of local facilities.
- Rubbish and vermin are outstanding issues.
- Conflicting views on how the former rugby ground has been developed (as a school).
- Some issues surrounding streetlamp maintenance.



#### 4: PROGRAMME (REACTION)

- The fact that the works were offered for free was well-received by all.
- In one case, there was some initial resistance to having the works undertaken, due to already having had works to the frontage of the property undertaken recently.
- Most interviewees reported an improvement in how warm their home felt. The one that did not blamed this on a lack of double glazing.
- There was unanimous praise for the aesthetic improvement delivered by the scheme.
- It was apparent that the CESP-funded works had encouraged some householders and some landlords to undertake further improvement works to their properties.
- One interviewee (owner) was hopeful of an increase in the value of their property due to the impact of the works.



#### 5: PROGRAMME (INFORMATION)

- Most, but not all, of the interviewees understood the project to be about delivering energy efficiency improvements.
- Some acknowledged that the extent of the works was not fully clear until construction works began.
- There was some knowledge of the funding mechanisms behind the project. One interviewee was concerned about the potential wastage of money due to delays.
- All interviewees noted being exposed to a varied range of information about the works before they started.
- Hobson and Porter, particularly Elizabeth Ormerod, were commended for their efforts during the works.
- There were some reports of miscommunication.
- Knowledge of the ways to report issues after the completion of the works was inconsistent and sketchy. Some interviewees had yet to receive a handover pack.

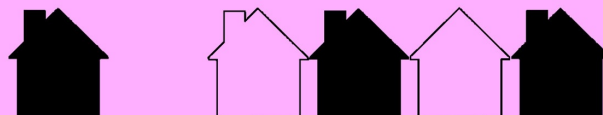


## 6: PROGRAMME (WORKS)

- Interviewees were generally impressed with the courtesy shown to them by Hobson and Porter employees.
- The quality of workmanship was generally commended.
- The quality of the external cladding works was commended.
- Some interviewees noted detail elements that they felt were inappropriate.
- The practices, and related delays, connected to the works to gardens, railings and footpaths were a particular focus of frustration for all interviewees.
- The treatment of empty properties was raised as a positive issue, but interviewees hoped that they would soon be occupied. The details of how this element of the works was being approached, including internal refurbishment, was generally unclear.
- Numerous complaints were voiced about the time taken from the start of works to their completion.
- Some interviewees were frustrated that whilst snagging on their property was incomplete, works had moved on to a different area.

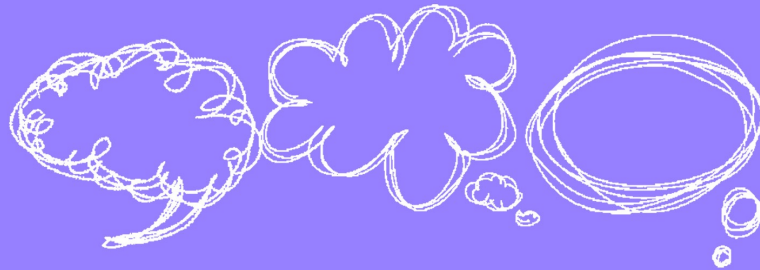
## 7: PROGRAMME (INVOLVEMENT)

- Most interviewees felt sufficiently involved. There were no complaints voiced about not being involved enough.
- A number of interviewees believed that they had not received the project satisfaction survey undertaken by Hull City Council.
- One interviewee suggested that further involvement / choice on the topic of render colour would have made the area unsightly - "like Ballamory".



## 8: PROGRAMME (CONTACTS)

- During the works, positive relationships had been built-up with the construction workers.
- Elizabeth, the Resident Liaison Officer, was highly commended by all for her work.
- There was some awareness of and contact with Project Officers at Hull City Council.
- There was little, if any, awareness of or contact with NPS Humber during the works.
- At a wider level, some residents have established connections with the police and local councillors, and would feel confident in contacting them to address local issues.



*What do you think.....?*

Having had the chance to look through the findings, what are your thoughts about them?

Do you agree?

Does anything surprise you?

Does anything concern you?

Is there anything further you would add?

Would we get a different view by talking to more people from the area?

Do you have any other views?

If you would like to discuss any of your thoughts I would be really pleased to hear from you - contact details on the back page.

Notes

## The bigger picture.....

### What?

Alongside the interview process that you were involved in, a range of people who work for the organisations who delivered the works undertaken in your area have been interviewed. The government policy behind the works was also investigated.

### Why?

All of this was done in order to better understand how the works were viewed by different groups, and to see if any improvements could be made. As an outsider myself, I was also interested to know what other issues were of importance in your local area, and what the sense of community is like - from those who know it best!

### How?

My task now is to look at all of the information to see what it tells us about the works and the community. The overall research project was intended as a way to test-out new approaches to working with communities that help them to be more involved in the issues that affect them. In line with this, I will be looking at the information collected to see what kind of issues might need addressing, and the kind of approaches that might be suitable to do this.

### Next?

Once possible approaches have been identified, we will then start to test them in the wider community. I look forward to working with you as we do this!

## CONTACT

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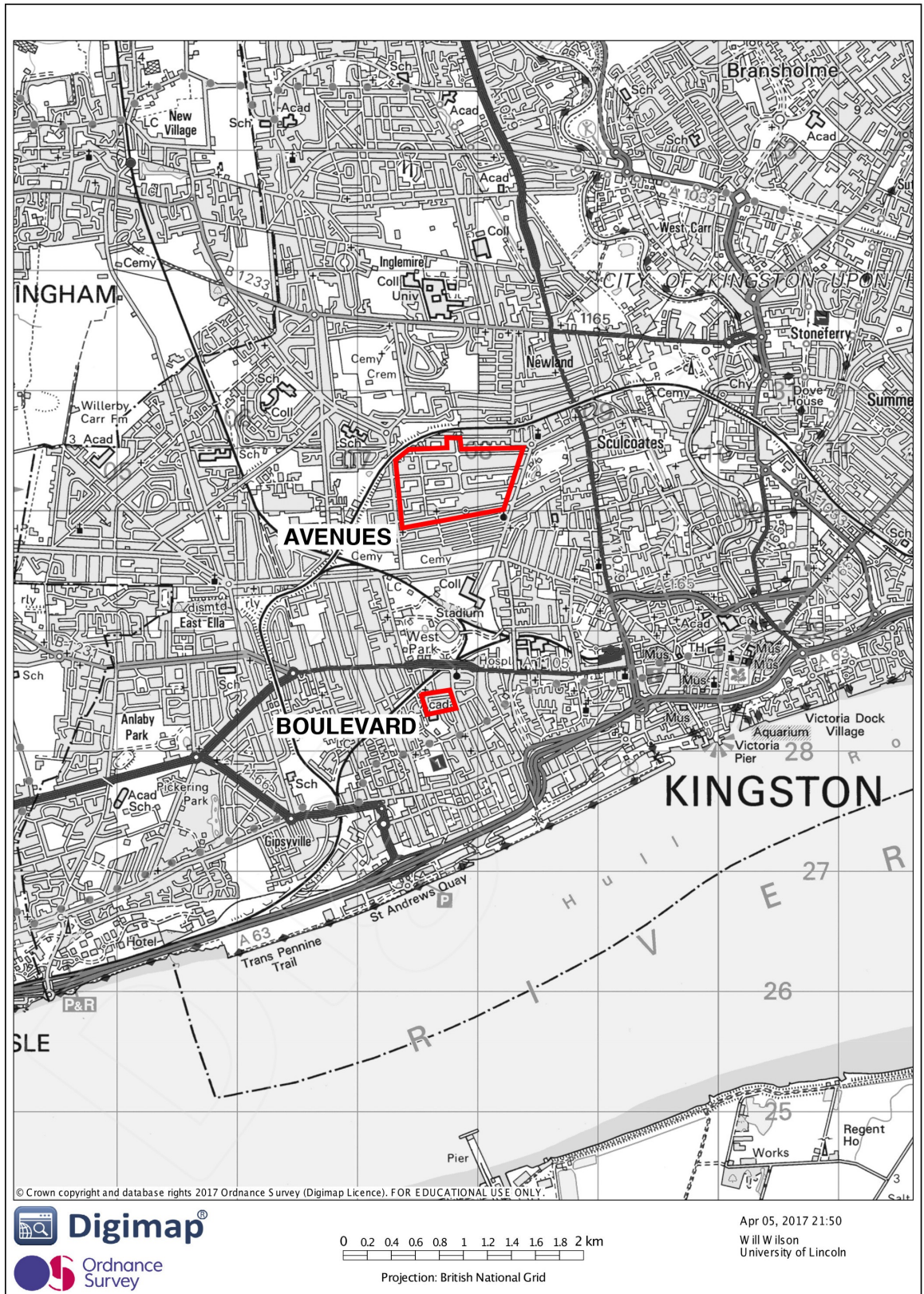


## **4: Development activities in the Boulevard neighbourhood**



**Appendix 4.1:** Location of the Avenues neighbourhood in relation to the Boulevard neighbourhood

#### 4.1



## **Appendix 4.2 (A to M):** Shortlist and analysis of participatory methods

### Assessment of Participatory Methods

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Affinity Diagramming</b>	X	Wates, 2016.	A method of reflecting upon discussion, through grouping post-it notes under themes	<p>Would assist reflection process.</p> <p>Sounds similar to, although less developed than, Ketso (also included in this assessment).</p> <p>Could be used very easily without any special equipment.</p> <p>It is a tool that could be 'left' in the community.</p>	Probably not as engaging / eye-catching as Ketso (see below).
<b>'Bring in the students'</b>		Own idea	Assemble a group of trained, interested, but unconnected design students to assist the facilitation process.	<p>Extra facilitation capacity.</p> <p>Potential to augment facilitation with ideas generation.</p> <p>May catalyse further projects / collaboration.</p> <p>Potential to forge new connections between academia, practice and the public.</p>	<p>Transport issues (from Lincoln) - including costs.</p> <p>May require additional supervision.</p> <p>Initial training required (time constraints).</p>

## 4.2B

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
Communal Gardening / Guerilla Gardening		Luiten, 2007: 28 - 31	Residents agree to manage an area of public green space, with the support of the local authority and other knowledgeable bodies.	<p>Provides a focus for local pride.</p> <p>Appropriate in areas where there is available space, or where an issue about maintenance of space has been raised.</p> <p>Helps people to develop new skills, both practical and social.</p> <p>Brings people together - gets them to talk.</p> <p>Potential for other issues to be raised in the process.</p>	Not directly related to domestic energy efficiency, and development of a connection in the process cannot be guaranteed.
Community champions		Wates, 2016.	Identification of people within a community who feel strongly about an idea and will help to promote it amongst their neighbours.	<p>Places responsibility within the community - enduring empowerment and capacity.</p> <p>Could help to broach the divide between practitioners and the public.</p>	<p>Suggests that some forms of knowledge and experience are more valuable than others.</p> <p>Potential risk of champion not keeping in step with the rest of the project / breaking-free.</p> <p>Suggests that these should ideally be 'high profile' people.</p>

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Community Profiling</b>	X	Sanders, 1960. Hawtin et al, 1994. Francescato et al, 2004. Ledwith, 2011: 34.	Engaging residents in the process of developing a portrait / profile of the current nature of their community (not a vision of how it should be).	Allows various methods to be used, and the whole spectrum of individuals to be involved.  Builds-up trust.  Produces a clear statement - which can stand as an outcome in its own right, or provide the foundation for responsive action.  Aligns with the reaction against depoliticisation - avoiding preconceptions about an area.	
<b>Consensus Building / Dialogue</b>		Involve, 2005: 66 - 69.	Helping participants to recognise common ground - usually focussed upon the examination of a conflict.	Brings parties together to discuss issues.  Has the potential to deliver understanding.	Pursuit of consensus has been raised as potentially problematic.  Requires a problem to have been identified in the first place (who is responsible for this?).  Requires expert facilitation.
<b>Consensus Conference</b>		Involve, 2005: 70 - 72.	Allows citizens to question the traditional power-holders.	Encourages dialogue and provides an opportunity to enhance understanding / challenge preconceptions.  Empowers non-practitioners.	Pursuit of consensus has been raised as potentially problematic.  May be expensive (depending on approach taken).  Information acquired may not be of immediate practical use.



## 4.2D

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Crowd-Sourced Problem / Solution Exchange</b>	X	Billings, 2011 Thackara, 2007.	First asking people to submit real-life problems that they are facing for publication - possibly on a website, or on balloons in the street (DoTT example). Then asking people to suggest potential solutions to the problems.	Provides an innovative way of raising and responding to local issues. Helps to bring new thinking to what may appear intractable situations. Develops a sense of community. Encourages interaction. Helps to reveal different ways of thinking / different practices.	
<b>Deliberative Mapping</b>		Involve, 2005: 73 - 75.	Identifying different perspectives on set issues, and considering how these relate to one another. Can be used to assess preferences for different policy options.  Developed from Multi-Attribute Decision Analysis.	Uncovers different perspectives and allows them to be positioned alongside one another.  Not concerned with realising consensus.	Potentially frames participation as a tool for assessing or validating the prior work of practitioners.  Requires expert facilitation.  Does not bring parties together - practitioner / public dichotomy still exists.
<b>DEMOCS (Deliberative Meeting of Citizens)</b>		Involve, 2005: 79 - 81.	Essentially a card game. Members of the public are assembled, and discuss their views on issues written on their cards - they choose two which are significant. The group then assemble these on the table.	Potential appeal of game format (informal).  Cards can be used multiple times with different groups.  Encourages discussion and opinion-forming.  Expert facilitation not required.	Cards required - so not necessarily an enduring / sustainable format.

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Energy Cooperative</b>		Thackara, 2007.	Set-up an energy bulk buying service, using the profits accrued to reward those who save energy: £10 saved of your bill = £10 worth of cinema tickets. Supplement this with clearer bills - helping to demonstrate the implications of behaviour over time.	Incentivises energy saving. Puts greater control in local hands. Quantifies savings in a way that may be more appealing to householders.	Not necessarily about social learning on behalf of practitioners - other than through the adoption of a new model of practice.
<b>'Go on Tour'</b>	X	Own idea.	Host the activities to develop the framework in a varied range of settings within the community so as provide co-researchers with an opportunity to experience them.	Provides people with a reason / excuse to visit places they may not have been to before. Helps people to learn about resources in their community - possibly creating new opportunities / ideas. Helps to appeal to different groups - some of whom may be put-off by certain types of venue (churches, for example). Can also encourage the owners / users of venues to join in with the activities.	Some venues may incur a charge. Facilities available will vary - this may require the provision of own materials etc, and make some venues more suited to certain activities than others.
<b>Informal Walk / Neighbourhood Walkabout</b>	X	Wates, 2016. Interviews with practitioners (chapter one).	Walking in an area, as a group, and chatting with people en-route about local issues	Informal - engagement with people going about their daily routine. Could be adapted to focus on engaging with people at certain community facilities (shop, library etc). Could help to raise awareness of the project.	May not provide a broad spectrum of views. Means of recording information needs to be carefully considered. Who would the walking group comprise? How would it be assembled?



## 4.2F

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Ketso</b>	X	Ketso, 2017	(Ketso means Action in Lesotho, Southern Africa, where the kit was pioneered)  Kit approach to structuring discussions on any issue. The main issue is positioned at the centre, and participants can provide suggestions on 'leaves' under the headings of "what works", "future possibilities", "challenges", "goals" - or other headings as required. The leaves are arranged on a felt workspace, which can be reconfigured as the discussion develops	Helps to structure and demonstrate discussion / reflection (may be a good tool for the reflection element of work).	Need to buy or rent the kit. (Could we make one, or improvise? Does Hull University have a kit?)  Doesn't fulfil the desire to leave the tools behind.
<b>Knowledge and Skills Bank</b>	X	Origin uncertain. Experienced first-hand (facilitated by F. Kipley, University of Lincoln) during a PAR training course at Durham University.	Provide a list of actions / tasks to a group, and ask them if they can a) do it themselves, b) know someone who could do it for them, or c) would need to find someone else to undertake the task.	Builds connections and breaks down potential barriers (potential as an ice-breaker activity).  Uncovers and demonstrate skill levels and capabilities - 'can dos'.  Can help to demonstrate collective capacity / the benefits of working together.	Relevance of the task may not be immediately obvious, unless actions / topics are made relevant to the group.

## 4.2G

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Landscape / Portrait</b>	X	Thackara, 2007: 15 - 17. Forma, 2008. Forma, 2015.	<p>"Does your postcode define who you are?" A process of challenging stereotypical views of an area. A community is presented with the stereotyped view of it, as defined in demographic statistics etc. The community are then set the challenge of responding to the stereotypes through submitting 'portraits' - photos / videos / comments of the real faces behind the statistics. 'Portraits' can be directed through the use of a set of questions. Based around an online community - could use social media. Could also be the focus for an exhibition.</p>	<p>Challenges technocratic practices (profiling).</p> <p>Potential to change mindsets.</p> <p>Dispels myths.</p> <p>Encourages people to get involved.</p> <p>Provides a form of direct representation.</p> <p>Helps to develop community spirit.</p> <p>Documentation as part of the process.</p>	<p>Not necessarily related to domestic energy use - although could be tweaked.</p> <p>Not easy to complete in one session - ideally needs to be an ongoing project.</p>

## 4.2H

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Local Exchange Trading System (LETS)</b>		Murray et al, 2010: 201. Scandrett, 2013: 20.	Encouraging trading of time and resources within a community without the transfer of money.	Productive, efficient and sustainable use of existing resources. Brings people together. Encourages creativity and alternative thinking. Puts a value on local resources. Builds trust.	Not necessarily related to domestic energy use. May not work so well in a community that is not particularly active already. Not focussed upon building understanding / enhancing perspectives (but it may emerge in the process).
<b>LOLA (Looking for Likely Alternatives)</b>	X	Thoresen, 2008. Thoresen et al, 2009. Jegou et al, 2009. Goldsmith and Piscopo, 2014: 54 - 56. Nes, 2014: 35.	About better understanding a community in its present format - the differences in the way that people undertake tasks or perceive things.	Focussed upon perspective enhancement. Places a value on local knowledge. Encourages an appreciation of difference. Can be an outcome in its own right, or could influence / catalyse responsive action. Developed for education, so this could represent a first in terms of its application.	
<b>Low Carb Lane</b>		Thackara, 2007: 43 - 47.	Exploring what it would take for a residential street to reduce its carbon footprint and save money on fuel bills - encompassing various techniques.	Could be run as a stand-alone project and delivered in any community. A range of ideas to draw upon.	May require expert input and technology (monitoring etc).

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
Mapping	X	Wates, 2016.	The process of engaging all stakeholders in mapping an area. This can be in general, or on a specific topic. It can involve various approaches (drawing, writing, recording etc).	Can involve everyone - respects all types of expertise. Does not require expert facilitation. Helps to build connections and knowledge. Assigns value to local knowledge.	
Neighbourhood Skills Survey		Wates, 2016.	Undertaking an audit of the skills that are present in an area, as the basis for understanding capabilities. Also known as 'Neighbourhood Talent'.	Provides an easily-accessible form of engagement. Could be used to build connections, and to identify needs. Could also be developed into other forms of engagement.	Doesn't necessarily have a direct link to domestic energy efficiency.
Open Space Technology (Open Space)		Involve, 2005: 88 - 90. Owen, 2017.	Event organised around a central theme. Issues associated with the theme, raised by participants, become topics for discussion. People choose a group to work within, and can move on if it does not sustain their interest	Based upon a number of fundamental, all-embracing principles. Relaxed format. Empowering. Encourages acceptance / positive perception of whatever outcome emerges (no prior expectations).	Potential time constraints (suggested that an event could last up to five days).

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
Outreach using a mobile vehicle	X	DoTT Cornwall, 2007. Interviews with practitioners (chapter one).	Use of a vehicle to take events / activities / information / partner organisations to a community.	Novel - likely to attract attention, particularly if the type of vehicle is not normally seen in the area. Very flexible - could be used in conjunction with all manner of other methods. Shelter - would weather-proof events. Provides a place to sit - encourages people to linger.	Potential cost / sourcing issues.
Participatory Appraisal / Participatory Rural Appraisal (PRA)	X	Involve, 2005: 91 - 93. Chambers, 1983.	Inspired by Freire. Involves a continuous cycle of research, reflection and action. Generally starts with a mapping exercise - undertaken by the public. Practitioners can be brought in later	Directly aligns with methodological principles. Does not have to be undertaken all at once - results can be combined. Empowering. Potential to leave the skills in the community - they can be applied to other issues. Agenda firmly in the hands of participants.	Facilitation training highly recommended - time and cost constraints. Potentially suited to a longer-term project / time frame.
Planning for Real		Involve, 2005: 97 - 99.	Building a physical model of the local community, identifying issues, and imagining possible responses based on the scale of 'Now, Soon, Later'.	Engaging - positions the public as experts. Creative activity brings informality and enthusiasm.	Training / facilitation required. May result in unrealistic expectations. May favour the most articulate. Some people dismiss the activities as shallow.

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Positive Deviance</b>	X	Ochieng, 2006: 458. Brown and Wyatt, 2010: 32. The Young Foundation, 2012: 36.	Identifying people who currently work in a majority - successfully, identifying the principles of their practices, and attempting to scale them up with their assistance.	Works with what already exists. The community can be involved at all stages (identification, scaling-up). Helps to build community cohesion / networks. A tool that can be left in the community.	What if there are no positive deviants? Sufficient (design) skills to help upscale?
<b>Appreciative Inquiry / Appreciative Dialogue</b>	X	Cooperrider and Srivastara, 1987. Ludema et al, 2001. Dewar and Sharp, 2013. IDEO, 2009: 56 - 58. Wates, 2016.	Identifying and appreciating what works in a current situation, with a view to amplifying it	Encourages involvement at all levels - including those who wouldn't normally be involved. Non-technical. Gives the community a voice - uncovers their priorities and feelings. Not presumptuous about what matters. Questions can be developed with the community.	Does not pay direct attention to the issues at stake in this research project. Needs to be supplemented with a strong will about breadth of involvement. Does not deliver action on its own.

## 4.2L

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
Self-documentation	X	IDEO, 2009: 50 - 52.	Encouraging co-researchers to document their activities on a specific topic. Individual contributions can then be compiled and compared.	Encourages reflection. Assists understanding. Provides access to unseen data. Encourages co-researchers to present their findings. Provides a focus for discussion. Automatic documentation. Can involve various media formats (writing, blogging, photos, drawing etc).	Not a stand-alone activity - requires two meetings with at least a week in between.
Social media (various)	X	N/A.	Use of various forms of social media (particularly Facebook and twitter) in order to coordinate and disseminate information about any activities or projects.	Develops a community in itself. Does not require a dedicated meeting. People may be inclined to be more open about their issues / views. Instant documentation. Ideal for encouraging contributions from the public (as a platform they may already be accustomed to, and a non-technical format).	Some people / demographics are less inclined to use social media. Potentially open to abuse. People may adopt a different persona online. Difficult to delimit access to local area.

## 4.2M

Method	Shortlisted	Sources	Fundamentals	Strengths / Opportunities	Weaknesses / Threats
<b>Speed Networking</b>	X	Various.	Assemble a broad spectrum of interested co-researchers, and undertake a speed networking session. Each person is provided with the opportunity to introduce themselves in whatever way they see as appropriate. Could be themed.	Unusual method - made appealing / amusing / less daunting through 'speed dating' connotations.  Helps to break down barriers - diffuse tensions.  Helps to develop connections.  Consistent with methodological principles.	Needs to be supported by appropriate follow-on activities - not really a stand-alone method.
<b>Week with a Camera</b>	X	Wates, 2016.  IDEO, 2009: 50 - 52.	Provide cameras to a group and ask them to take photographs of issues connected to a central theme / of subjects that matter to them. The resulting images are then displayed together, allowing people to compare and discuss. Can also prescribe a subject for each photo on the camera (HCD approach).	Aids understanding of different points of view / situations.  Encourages involvement.  Raises the prominence of local knowledge.  More accessible than ever, thanks to the development of the 'camera phone'.	Potential cost implications of sourcing disposable cameras, processing and printing - but could be offset by taking a digital / social media approach.



**Appendix 4.3:** Newspaper article about another community meeting in the Boulevard neighbourhood (Campbell, 2014)

As featured on page 11 of the Hull Daily Mail, Wednesday August 6th, 2014.

# Plans to set up new residents' group in bid to improve area

Community plagued by prostitution, drugs and fly-tipping

## InShort

A new residents' group could be set up to help tackle problems in the Hessle Road area with a public meeting due to take place next week.

by James Campbell

j.campbell@hulldailymail.co.uk

**A NEW residents' group could be set up to try to improve the area around Hessle Road.**

Those living in the area are fed up of being plagued by problems including prostitution, drug dealing and fly-tipping.

Selby Street resident Andy Reed believes it is time for residents to have a voice and is launching Badge – Boulevard Area Doesn't Get Everything.

He said: "We are working with Hull City Council's tenant participation team."

"We are concerned by the state of the area with some parts in a bad state of repair."

"There is prostitution in the area and problems with drugs and alcohol."

Work has recently been carried out to improve the area, which Mr Reed hopes to build on.

He said: "We need something more to be done about it."

"We need some volunteers to get together so we can do something."

"We have talked to our ward councillors about it and they are sympathetic."

"There is a sense of malaise and dependency."

"We need to get back to the old days when there was a

**'SOMETHING NEEDS TO BE DONE':**  
Resident Andy Reed is launching Badge – Boulevard Area Doesn't Get Everything.  
Picture: Peter Harbour



real sense of community around Hessle Road."

Mr Reed has organised a public meeting, which will take place at Selby Street Methodist Church at 2pm on Tuesday.

He said: "I would urge as many people as possible to attend the meeting. I want it full to the rafters."

"I want there to be regular, monthly meetings so residents can be kept up to date and also put pressure on the council where needed."

Ward councillor Nadine Fudge has welcomed the idea.

She said: "I fully support this move."

"It is about trying to

improve the area, which has had problems with prostitution and drugs."

"I like it when residents and tenants get involved in their community. It always helps."

"It is about bringing people together and boosting community spirit."

"They can always come to us and we will help in any way we can."

But Cllr Fudge also pointed out that there have been improvements made.

She said: "We have improved the street lighting and the parking situation is much better now."

"We have also seen a lot of work done on Western Library and the fountain."

"But the residents are looking forward and seeing what can be done next."

## Heritage initiative helped improve area

THE Townscape Heritage Initiative, which helped improve the area around Hessle Road, began in 2007 and carried on until last year.

In total, just under £2m in grants was

accrued to fund the scheme, which allowed residents of the Boulevard and Colman Street Conservation Areas to preserve, or reinstate, features such as sliding sash

windows and the original design of doors.

The scheme ended with external improvements to the City Temple building in Hessle Road, now known as Hessle Rose House.

#### **Appendix 4.4 (A to B):** First event - agenda for planning meeting

## 4.4A

### **Practical Phase 3: Event 1** 1530, Friday 19th September

#### **Overview:**

Planning meeting for the first group meeting (to be held on 03-10-14), following on from previous discussions with householders.

#### **Venue:**

Dot's house

#### **Attendees:**

Dot, Sue, WW

#### **Prior communication / notification:**

Time and date of meeting agreed with Dot and Sue at the previous meeting.

#### **Purpose:**

To discuss arrangements for Event 2 (live testing of methods with interviewees), as agreed. To also take the opportunity to do some informal, and unexpected, testing of one or two methods - possibly as a prelude to Event 2, or possibly as stand-alone tests.

#### **Methods:**

Ice Breaker - Tell us something about yourself that no one in the room will know

Ice Breaker - Can you, or do you know someone who....?

Can drive a bus?

Can remember the blitz?

Can plaster a wall?

Can speak in latin?

Makes their own soup?

Has been to Leeds on the train?

Knows the price of a pint of milk this week?

Knows how much it costs to go on the bus to Kingswood?

#### 4.4B

Can't ride a bike?  
Lives in Redbourne Street?  
Is from Grimsby?  
Knows the name of a local police officer?  
Travelled on the Humber ferry?  
Works in a bank or building society?  
Can scuba dive?  
Has solar panels on their roof?

##### **Assessment of Learning:**

Ask attendees to complete cards (or to tell me) about what they think they have learned.

Ask attendees to complete cards (or to tell me) about which parts of the event they liked and what they were less keen on.

Document (discuss?) my own reflection on how the methods worked, and whether they embodied the four key values.

##### **Documentation (subject to agreement):**

Audio recording of whole session, as has been common practice for all meetings held to date.

Photography - of attendees holding up their evaluation cards.

##### **Arrangements:**

Ensure that all tests / activities are prepared and that all required materials are available to support this.

Bring provisional plans for Event 2, including invitation pack.

## **Appendix 4.5 (A to C): First event - draft plan**

## 4.5A

### **Boulevard Area Live Testing Activities**

#### **Initial Ideas for First Event**

To be held on Friday 3rd October @ 1530

#### **Overview:**

First testing event, bringing together the householders who were initially interviewed, along with selected neighbours / friends (each person invited to bring somebody with them). The intention is to help the members of the group to appreciate the potential benefits of the working ethic being pursued. This will be achieved through trialling a number of techniques with them and encouraging subsequent reflection, in order to consider and reiterate the learning achieved, and to judge the value of the methods being trialled.

Reflecting the fact that interviewees had raised a variety of issues, not just that of energy consumption, it is proposed that a twin track approach be adopted. The two lines of inquiry will be 'domestic energy consumption behaviour' and 'our local community'. This provides two strong themes - experience of which should be common to all - which it is considered will be useful in attracting co-researchers to involve themselves in the events. It also provides the opportunity to embed a social learning ethic across a broader spectrum of activities or issues, as proposed in the original project brief.

Subsequent to testing and reflecting upon the techniques, time will be dedicated to considering what we do next, encouraging those present to be actively involved in shaping the process. Despite this, I will maintain oversight, both in order to ensure that ideas stay within acceptable tolerances, and also to ensure that it meets my objectives. The event will essentially be self-sufficient, and not require a commitment on co-researchers to be involved for the duration of the project. However, it is hoped that through being engaged and through helping to shape the direction of the testing phase, co-researchers will want to stay involved.

#### **Venue:**

Lounge, Hull Fish Trades, Heron Street, Hull. HU3. 1530 to 1730 (at the latest).

#### **Attendees:**

Interviewees (householders), and known connections / neighbours only. This will help the initial interviewees / invitees to play an active role in shaping the group and to take some ownership of it.

It is considered necessary to control attendance for this event in order to provide an environment conducive to initial testing of arrangements - with a view to applying them on a larger scale in due course.

#### **Prior communication / notification:**

Invitation pack to be delivered to all, ideally on the weekend of 20th / 21st September - to clearly identify the purpose (focus on works - stress that it is not just a general forum) - and to make clear the key working principles. It will also encourage invitees to bring an interested friend or neighbour along with them.

## 4.5B

Use of venue confirmed with Seb Glazer, 11-09-14.

### **Purpose:**

To bring people together, to make connections, and to broach divides.

To test methods - focussed upon the issues of domestic energy use behaviour and the local area.

To provide a forum for discussion, either about local issues, or on what we should do next (choosing methods from a selection?).

To get the attendees involved in expanding / developing the process - if they are interested.

To provide the attendees with the opportunity of experiencing the facilities available at Fish Trades.

To provide an opportunity to test the emerging framework in practice.

### **Methods:**

Aim for 20 mins max per exercise

First, need to introduce the key principles / values - in a standardised form (which can be used at every event)

Methods to be chosen from the following shortlist:

Introductions - interest / amusement

'Can you / do you know somebody who can...?' (ice breaker)

Landscape / Portrait - as a start to the event

Prelude to energy bill comparisons. Gauge appetite?

Map / draw your community - then compare

Provocative questioning / 'what would you do?' - energy-focussed

Practices and habits comparison - energy focussed - request individual responses to scenarios / questions, then present / compare as a group

### **Assessment of the framework / approach:**

Ask co-researchers to complete cards (or to talk about) what they think they have learned.

Ask co-researchers to complete cards (or to talk about) which parts of the event they liked and what they were less keen on.



## 4.5C

### **Documentation (subject to agreement):**

Photography - general, and of co-researchers holding up their evaluation cards

Audio recording - of whole session

Filming (although concerned that this could be too intrusive / make people self-conscious)

### **Arrangements:**

Ensure invitation packs are sent out in sufficient time (ideally during the weekend of the 20th September)

Register / contact form

Refreshments?      Tea / coffee, milk, sugar, hot water flask, back-up plastic cups  
                              Biscuits (cake to be provided by Dot?)

Stationary            Paper - A4, and large sheets for putting on the wall  
                              Post-it notes  
                              Flip chart - if required  
                              White tack / masking tape  
                              Pens / felt-tips  
                              Box of plastic wallets - somewhere for attendees to keep any resources  
                              Name stickers

## **Appendix 4.6 (A and B): First event - running order**

## 4.6A

### **Boulevard Area Live Testing Activities**

#### **Practical Plan for First Event**

To be held on Friday 3rd October @ 1530

#### **Pre-start**

Have register / contact preference sheet available to complete on arrival

#### **Introduction (Overview)**

Housekeeping - recording / photographs

Welcome / introduce myself

Overview of what the session is about - following-on from interviews (draw attention to copies)

Some know / some don't - what unites us - experience of the local area / works

Draw attention to values and guidelines (draw attention to copies)

The framework (Collaborative Social Learning) - explain that it will be different - bear with it

Check that all are happy to proceed

#### **Introduction (Personal)**

Name stickers to be completed

Briefly introduce yourself - and tell us one thing about yourself that nobody in the room will already know

#### **Activity 1 - Skills Checker**

A bit like bingo. Honesty please - no prizes for a full house!

First, work as an individual and complete the matrix - total them up

Then join into a small group and complete the matrix - total them up

Then work as a full group and complete the matrix - total them up

Explain the value

## 4.6B

### Activity 2 - Our Communities

Community is often seen as being something geographical - rather it is a group

General - list the communities you belong to on the sheet provided

Each presents / discusses

Then focus on your local community - draw it or describe it on the sheet provided (prompt)

Talk it through with the group / discuss / compare

### Evaluation

Please complete the cards provided - honesty again!

Any discussion about the process / reflections / thoughts that you have written down that you would like to share with the group?

### What might we do next?

I need to go away and look at what we've done this time - and I'll feed it back to you

Check all have completed the register / contact preference sheet

Potential progressions - Energy? More community?

### Open Discussion

The refreshments continue.....

Anything else that people would like to discuss, given the present company?

## **Appendix 4.7 (A to C): First event - invitation pack**



## Boulevard Area Collaborative Social Learning Project

**Autumn 2014**

Dear

I hope you are well. As promised when I met with you last, I'm getting in touch to let you know about the next stage of the research project that is focussed on your local area. Based upon the information gathered through the interviews conducted in the spring, the plan is to now explore new ways of working with the community to address some of the findings. As part of this, I am pleased to invite you to the first event, which will set the process in motion.

**3:30 PM on Friday 3rd October**

**Lounge, Fish Trades  
Heron Street, Hull**

The focus of the event will be on our shared experiences of the recent energy efficiency improvement works, and of the local area in general. To give you a flavour of how the event will work, I have included an overview of the purpose, and the values that will be used to direct it, in the document included with this letter.

This event is open to all those who I interviewed earlier in the year. However, I am also encouraging each person to bring along somebody else from the local area - maybe a friend or neighbour - who might also be interested.

It would be great to see you there. In the meantime, if you have any questions please feel free to get in touch.

Kind regards,

Will

Tel: 07908 810904

SEE  
OTHER  
SHEETS



### What is Collaborative Social Learning?

Collaborative Social Learning is something different. It's a way of working together which aims to provide opportunities for all people who are connected to a particular place or issue to learn more about each other, about themselves, and about the community or issue in question.

The idea is that the process of developing our knowledge and relationships will provide all involved with the potential to make more informed decisions, to make productive changes to what we do, and possibly to take on new challenges. Collaborative Social Learning has four key values, which will guide all of the activities that we try out.

#### Equality

When we work together, nobody is more important than anybody else present, and everybody deserves to be treated with respect;

*treat other people as you would like to be treated*

#### Diversity

However, it is important to remember that we are not all the same, and that this is something which should be respected - and celebrated. We should all work to understand, rather than to judge, the things that we share and those that make us different.

*difference is good - it helps to put things into perspective*

#### Exchange

We all have our own valuable knowledge and experience of the issues being investigated, which other people can learn from. At the same time, we all have the capacity to learn from the valuable knowledge and experience of those around us;

*it's all about give and take*

#### Reflection

To make the process work, we all need to think about what we have learned from the activities we have been involved in and from those around us, and how this affects us. The intention is that this will help to influence what happens next, whether on an individual or a group basis. As part of this, sharing thoughts and views will be encouraged.

*think...do...think....do...*

#### 4.7C



### **General Working Principles**

You are free to join or leave an event, or an activity, as you feel appropriate.

As part of a research project, it is intended that the activities will be documented to help to understand what is happening and to demonstrate the progress that we make. This will involve the use of various means, such as photography, audio recording, and filming. You will be notified about the plans at the beginning of each meeting. If you would rather not be included in this, please make your preferences known.

All activities will be led by a facilitator. The role of the facilitator is to help direct, but not to persuade or influence the group. It is expected that the facilitator will also participate in activities where appropriate.

All those involved are asked to act in an honest and trustworthy manner. However, if there are issues that you would prefer not to discuss, please do not feel pressured into doing so.

The process is not seeking to reach agreement on the issues discussed, or to force those involved to change their thoughts or practices. All that is requested is that those who choose to attend come to the process with an open mind.

Disruptive, aggressive, or intimidating behaviour will not be tolerated. Activities will be promptly stopped should this occur.

### **Contact**

The organisation and conduct of the various activities is being overseen by Will Wilson, PhD student at the University of Lincoln, who can be contacted should you have any questions, thoughts or concerns.

Tel: 07908 810904  
Email: 06081159@students.lincoln.ac.uk

The research project as a whole is being overseen by Dr Kathleen Watt, Senior Lecturer at the University of Lincoln, who can be contacted should you have any questions that need to be addressed at a higher level.

Tel: 01522 837138  
Email: kwatt@lincoln.ac.uk



**Appendix 4.8 (A to C):** First event - ‘The Bank of Knowledge and Skills’

#### 4.8A: Completed matrix

**The Bank of Knowledge and Skills**

Date: 03-10-14      Name(s):  

Skill	That's me	Somebody I know	?
Uses, or has used, local bus service 1E?	✓		
Was born in Hull?	✓		
Can remember the blitz?		✓	
Can plumb-in a sink?			✓
Can speak in spanish?		⊙	✓
Has been on a trawler?		✓	
Has visited the community allotment?		○	✓
Has a warmer house following the works?	✓		
Likes marmite?			✓
Knows the name of the principal of the Boulevard Academy?		○	✓
Has been to Beverley on the train?		○	✓
Knows what NPS Humber do?		○	✓
Doesn't drive?	✓	○	
Lives in Albert Avenue?			✓
Is from Scunthorpe?			✓
Knows the name of a local police officer?			✓
Works in a bakery?			✓
Has solar panels on their roof?		✓	<del>✗</del>
Has lived in the area for more than 20 years?	✓	✓	
Can scuba dive?			✓

#### 4.8B: Completed matrix

**The Bank of Knowledge and Skills**

Date: 03-10-14      Name(s):  

Skill	That's me	Somebody I know	?
Uses, or has used, local bus service 1E?		<input checked="" type="checkbox"/>	X
Was born in Hull?		<input checked="" type="checkbox"/>	
Can remember the blitz?		<input checked="" type="checkbox"/>	
Can plumb-in a sink?		<input checked="" type="checkbox"/>	
Can speak in spanish?			X
Has been on a trawler?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Has visited the community allotment?		<input checked="" type="checkbox"/>	
Has a warmer house following the works?	<input checked="" type="checkbox"/>		
Likes marmite?	<input checked="" type="checkbox"/>		
Knows the name of the principal of the Boulevard Academy?		<input checked="" type="checkbox"/>	X
Has been to Beverley on the train?	<input checked="" type="checkbox"/>		
Knows what NPS Humber do?		<input checked="" type="checkbox"/>	X
Doesn't drive?	<input checked="" type="checkbox"/>		
Lives in Albert Avenue?		<input checked="" type="checkbox"/>	X
Is from Scunthorpe?		<input checked="" type="checkbox"/>	X
Knows the name of a local police officer?			X
Works in a bakery?			X
Has solar panels on their roof?			X
Has lived in the area for more than 20 years?	<input checked="" type="checkbox"/>		
Can scuba dive?		<input checked="" type="checkbox"/>	

#### 4.8C: Completed matrix

**The Bank of Knowledge and Skills**

Date: 03-10-14      Name(s):  

Skill	That's me	Somebody I know	?
Uses, or has used, local bus service 1E?		○	✓
Was born in Hull?	✓		
Can remember the blitz?		✓	
Can plumb-in a sink?		✓	
Can speak in spanish?	✓		
Has been on a trawler?		○	✓
Has visited the community allotment?		✓	
Has a warmer house following the works?		✓	
Likes marmite?	✓		
Knows the name of the principal of the Boulevard Academy?	✓		
Has been to Beverley on the train?	✓		
Knows what NPS Humber do?	✓		
Doesn't drive?		✓	
Lives in Albert Avenue?			
Is from Scunthorpe?		✓	x ✓
Knows the name of a local police officer?			
Works in a bakery?		✓	x ✓
Has solar panels on their roof?		✓	✓
Has lived in the area for more than 20 years?		✓	
Can scuba dive?		✓	

## **Appendix 4.9 (A to C): First event - 'My Communities'**



**4.9A:** Completed template

My Communities	
Date: 03-10-14	Name:
People	
bingo	
facebook	
family	
doctors	
Hospital	
Care Home .	
Fat club	
Wilko's	

**4.9B: Completed template**

**My Communities**

**Date:** 03-10-14

**Name:**

The Boulevard + surrounding area.

Going to Church

Bingo

Spring bank - Pop In.

Family living in Preston-Lancs.

Sunderland

Tyne + Wear.

Derby.

Hospital

Marple Cheshire.

Hull City Council.

Metal Box



**4.9C:** Completed template

**My Communities**

**Date:** 03-10-14

**Name:**

- Local (Hull)
- Local (Guthorpe)
- Work
- Facebook
- University
- Cardiff friends.

---

= Meet + Greet your neighbourhood  
= Get together.



## **Appendix 4.10 (A to E): First event - 'My Neighbourhood'**

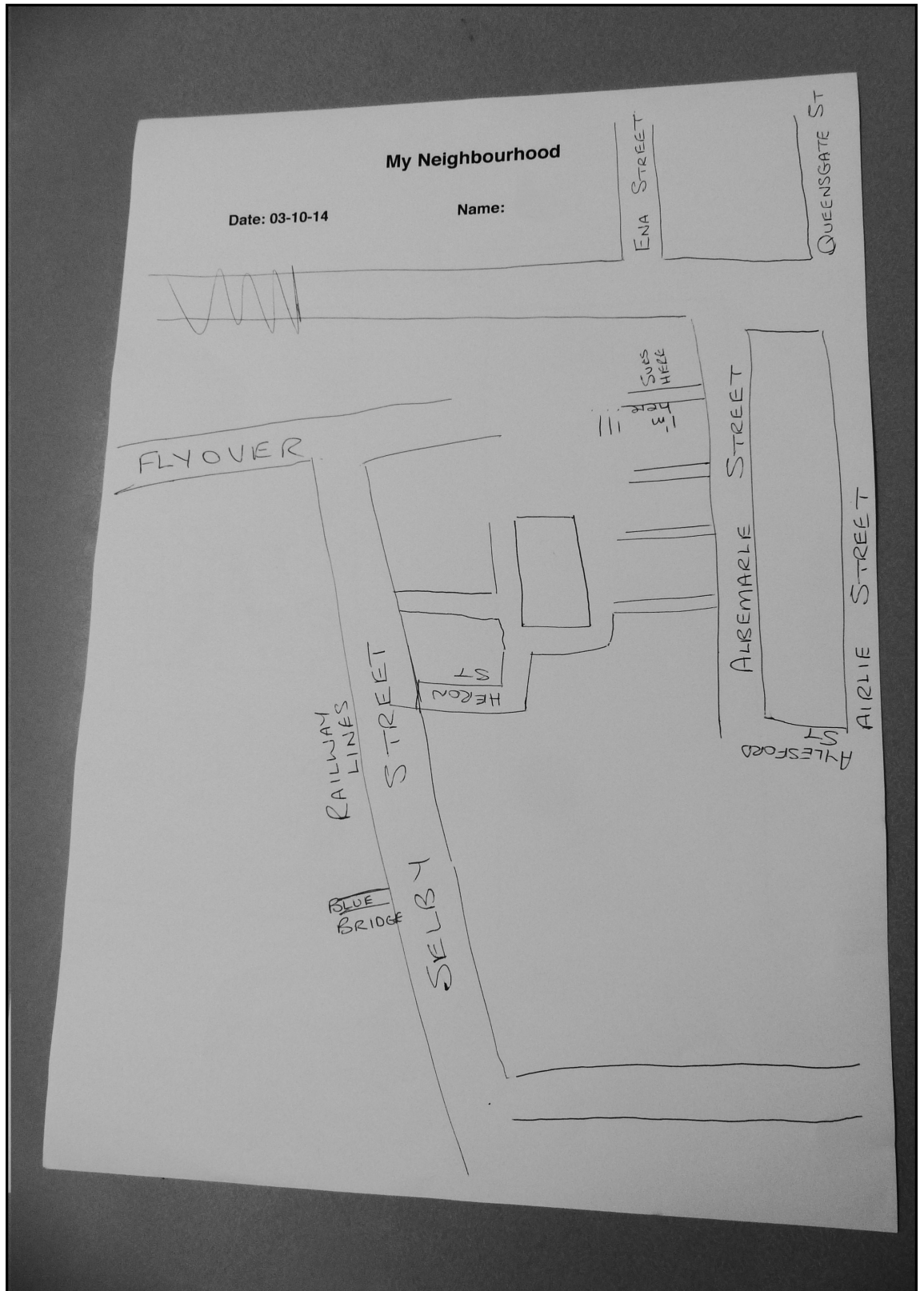
**4.10A:** Co-researchers B1 and B2 drawing their perceptions of their neighbourhood



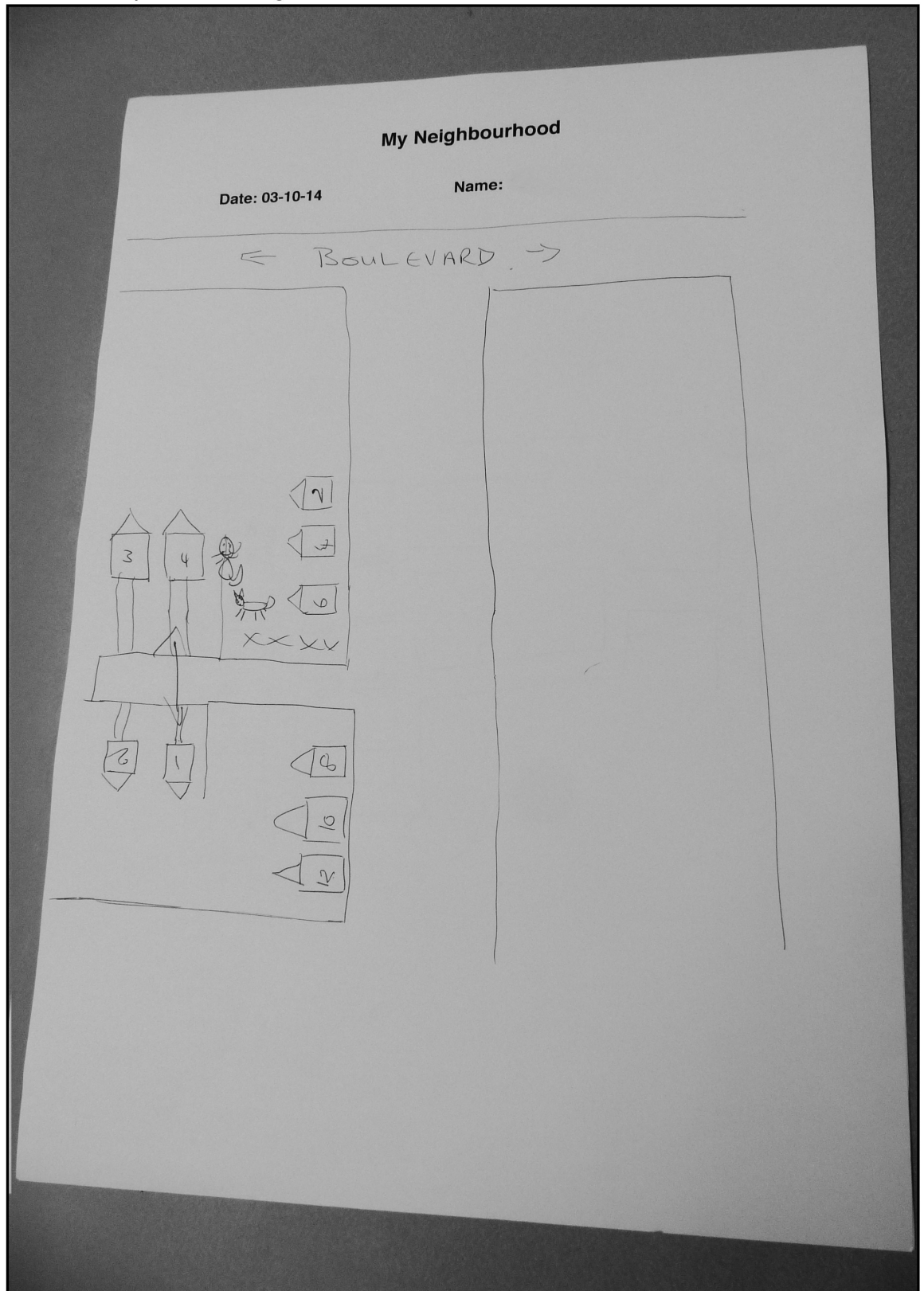
**4.10B:** Co-researchers B1 and B2 comparing their drawings



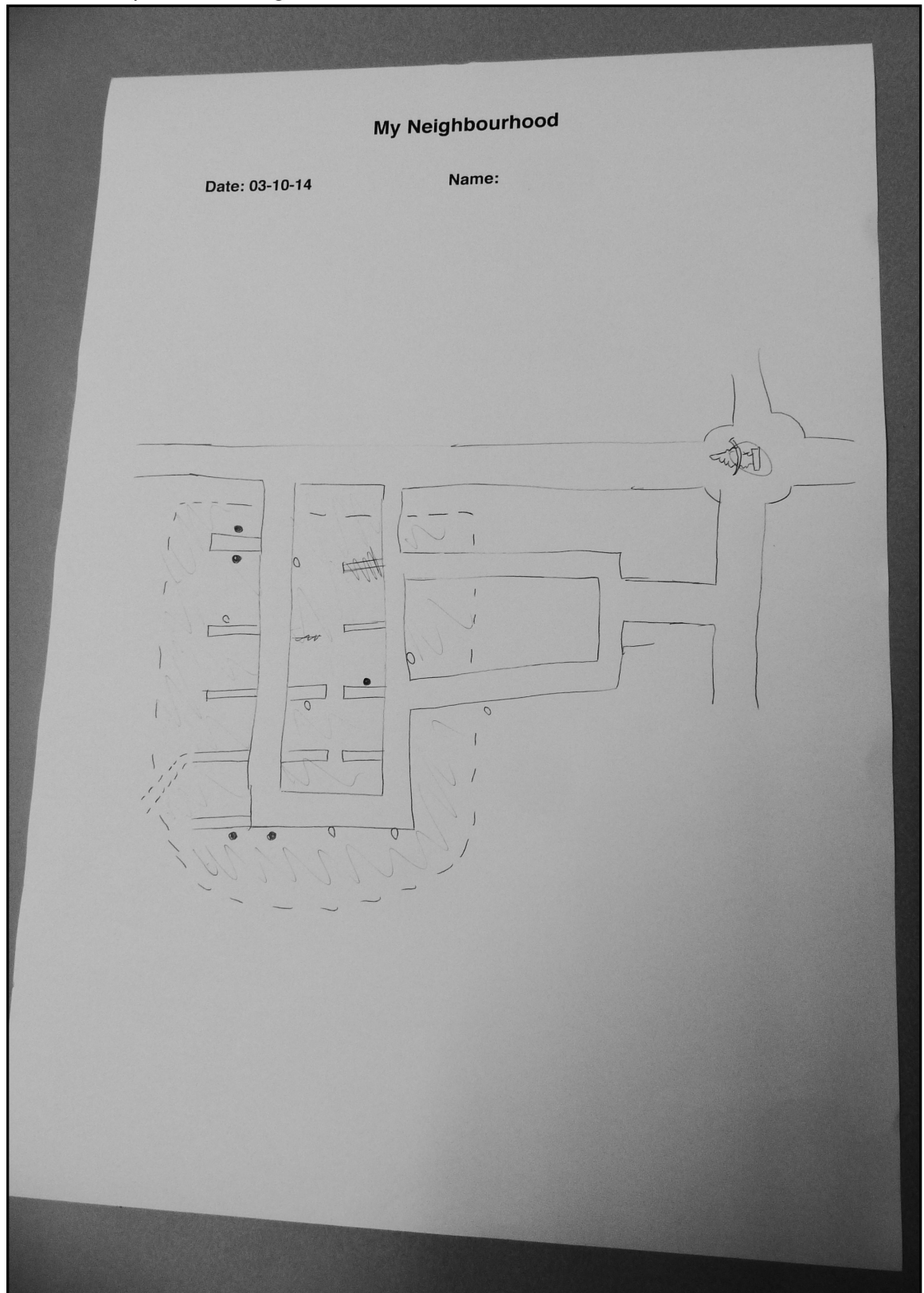
4.10C: Completed drawing



**4.10D: Completed drawing**





**4.10E:** Completed drawing





**Appendix 4.11 (A and B):** First event - learning  
assessment forms



**4.11A: Completed form**

 UNIVERSITY OF LINCOLN	Boulevard Area Collaborative Social Learning Project	 nps group
Friday 3rd October, Fish Trades		
Name: _____		
<b>Today I have learned...</b>		
THAT PEOPLE DONT CARE DIFFERENT COMMUNITIES		



**4.11B: Completed form**

 UNIVERSITY OF LINCOLN	Boulevard Area Collaborative Social Learning Project	 nps group
Friday 3rd October, Fish Trades		
Name: _____		
<b>Today I have learned...</b>		
That the area I live in is quite large, and that the people in the area are still not prepared to support a meeting to try and get to know the community and its problems. and to keep it smart & tidy		



## **Appendix 4.12 (A and B): First event - evaluation**



#### 4.12A: Completed form

	<p>Boulevard Area Collaborative Social Learning Project</p>	
<hr/>		
<p>Friday 3rd October, Fish Trades</p>		
<p><b>How was it for you?</b></p>		
<p>Good Bits</p>		<p>Not So Good Bits</p>
<p>To be able to discuss in the open what we feel will benefit the Community.</p>		<p>That the lack of support was disappointing</p>

#### 4.12B: Completed form

	<p>Boulevard Area Collaborative Social Learning Project</p>	
<hr/>		
<p>Friday 3rd October, Fish Trades</p>		
<p><b>How was it for you?</b></p>		
<p>Good Bits</p>		<p>Not So Good Bits</p>
<p>HAVING A LAUGH. VEINS OF ANOTHER PERSON. TEA &amp; BISCUITS</p>		<p>People not turning out. To meeting</p>

**Appendix 4.13:** Extract from the 'Energy Exchange - Boulevard' Facebook page

## 4.13

Available at: <https://www.facebook.com/energyexchangeboulevardhull>

The screenshot shows the Facebook interface for the 'EnergyExchange: Boulevard, Hull' page. The top navigation bar includes the Facebook logo, a search bar, and links to 'Will', 'Home', and 'Find Friends'. The page header features the 'EnergyExchange: Boulevard, Hull' name and a search bar. The main content area displays a cover photo with the 'ENERGY EXCHANGE' logo and a light switch, and a profile picture with a green 'X' logo. The page includes a timeline with posts, a 'Boost your Page for £7' advertisement, and a 'WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?' drawing contest. The left sidebar contains sections for 'About', 'Page Tips', 'Photos', and 'Upcoming Events'.

**Page Header:** EnergyExchange: Boulevard, Hull

**Page Info:** EnergyExchange: Boulevard, Hull (@energyexchangeboulevardhull)

**Timeline:**

- EnergyExchange: Boulevard, Hull** 28 November 2014 · 🌐
 

What does your neighbourhood look like? Can you draw it? Can you explain it in writing? Or in a photo? All submissions welcome!

**WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?**

2 likes · 0 this week
- EnergyExchange: Boulevard, Hull** 22 November 2014 · 🌐
 

Does your house feel warmer since the external insulation works were completed? Do you have any means of measuring the change?

**IS YOUR HOUSE WARMER NOW? HOW DO YOU KNOW?**

**Left Sidebar:**

- ABOUT**
  - Join the local conversation on all things 'energy'. Share your experiences and views, and learn about what other people from the local area think and do.
  - Add your website
- PAGE TIPS**
  - What's a boosted post? A boosted post is the easiest way to reach more people on Facebook.
  - Add Page roles Give someone an admin role on this Page so that you'll have help with managing it.
- PHOTOS**
  - WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?
  - YOUR HOUSE WARMER NOW? HOW DO YOU KNOW?
  - WELCOME TO YOUR NEIGHBOURHOOD
  - ENERGY EXCHANGE IN THE LOCAL CONVERSATION
- UPCOMING EVENTS**

**Right Sidebar:**

- Promote**
  - THIS WEEK**
    - 0 Post Reach
    - 0 Post Engagement
  - Recent 2014
  - See Your Ad Here
  - EnergyExchange: Boulevard, Hull Join the local conversation on all things 'energy'. Share your experiences and views, and...
  - Like Page · 2 people like this Page
  - Promote Page

**Appendix 4.14:** Provocative ‘postcards’ produced for the  
‘Energy Exchange - Boulevard’ Facebook page





**Appendix 4.15:** Promotional postcards for the 'Energy Exchange - Boulevard' Facebook page





## **5: Development activities in the Avenues neighbourhood**



## **Appendix 5.1 (A to C): Contextualising the Avenues neighbourhood**

**5.1A:** The 'fountain' at the junction of Park Avenue and Salisbury Street.



**5.1B:** General aspect, Park Avenue (spring).



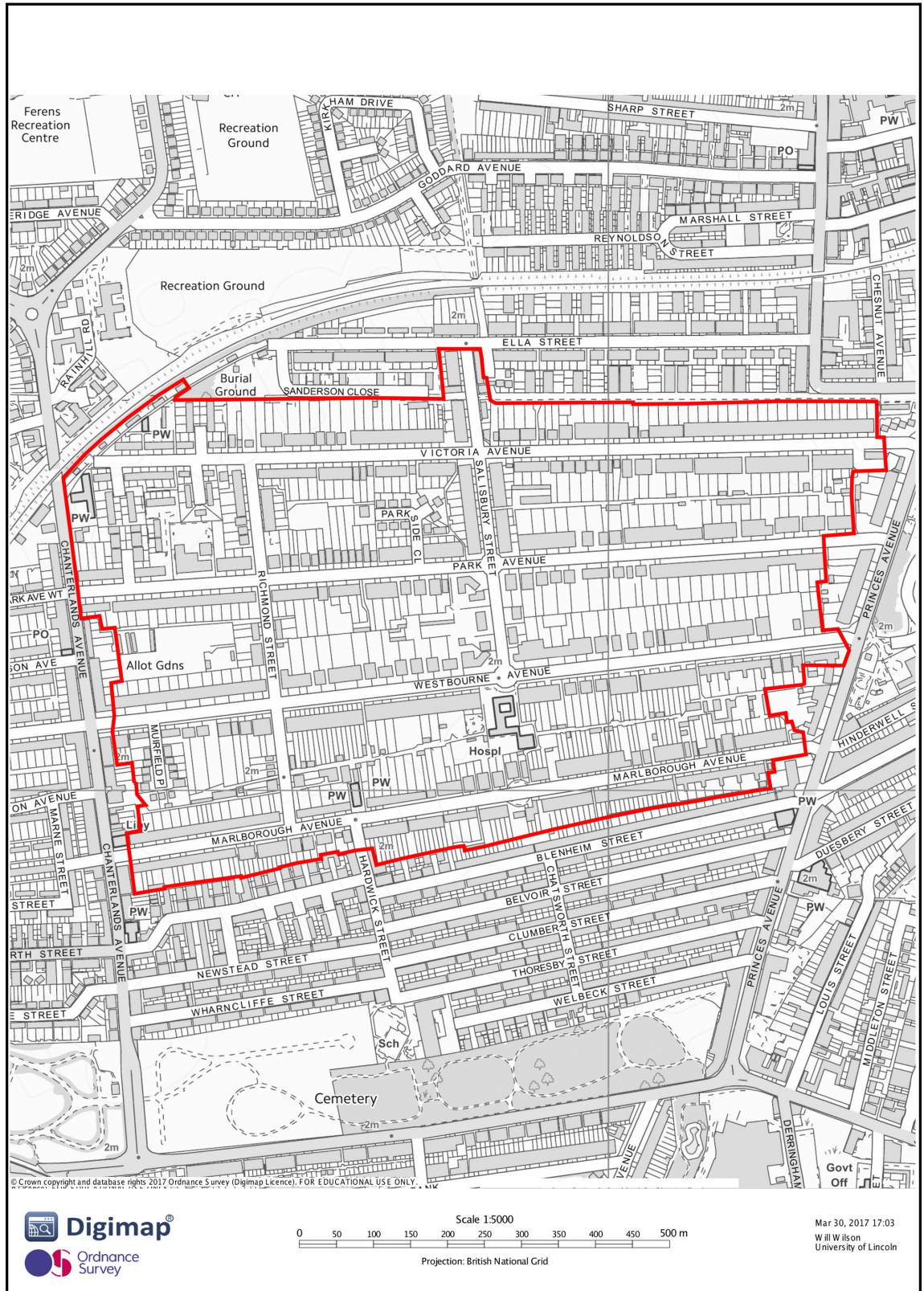
**5.1C:** General aspect, Park Avenue (winter).



**Appendix 5.2:** Boundary of the Avenues neighbourhood study area



## 5.2



**Appendix 5.3:** Promotional flyer for ‘Avenues Energy Exchange’ public meeting and Facebook page





The poster features a photograph of a street scene with a large white statue in the foreground and houses in the background. Below the photo, the word 'AVENUES' is written in green. The main title 'ENERGY EXCHANGE' is displayed, with 'ENERGY' in black and 'EXCHANGE' in white, separated by a large green 'X' that has orange bars at its ends.

Join us in developing a better appreciation of  
**home energy issues** in the **Avenues** from a local perspective

- What are the energy challenges faced when living in an Avenues house?
- How do you respond to them?
- Can we learn from each other?

**In person:**  
7:30 PM  
Monday 2nd March 2015  
St Andrew's Hall (Victoria Avenue / St Ninian's Walk)

**Facebook:**  
 Search for:  
**Avenues Energy Exchange**

**Appendix 5.4:** Extract from ‘Avenues Energy Exchange’  
Facebook page

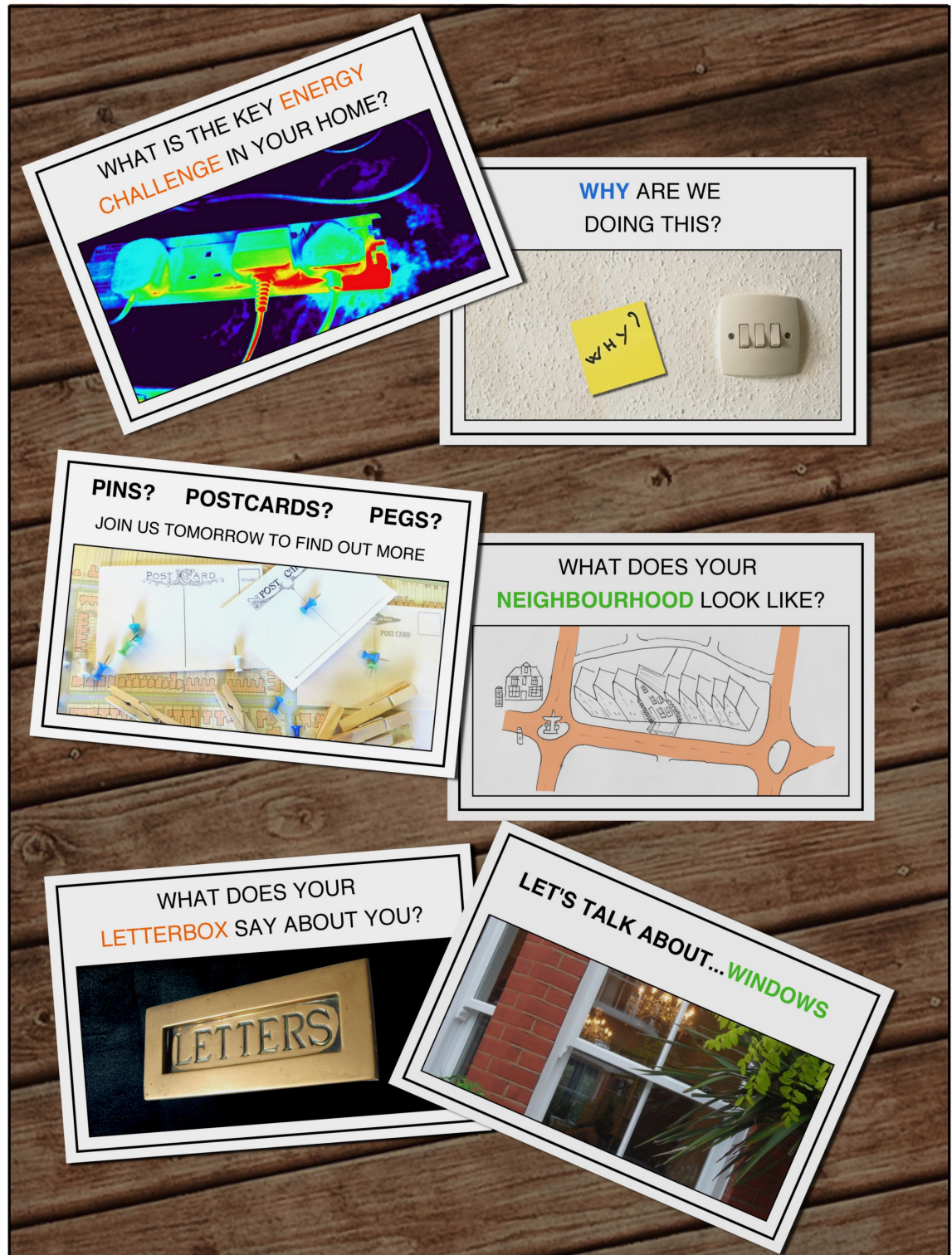
5.4

Available at: <https://www.facebook.com/Avenues-Energy-Exchange-1697189077174173>

The screenshot shows the Facebook page for 'Avenues Energy Exchange'. The page header includes the Facebook logo, the page name, and navigation links like 'Will', 'Home', and 'Find Friends'. The main cover image features the 'ENERGY CHANGE' logo with the tagline 'JOIN THE LOCAL CONVERSATION' and a light switch graphic. Below the cover, the page name 'Avenues Energy Exchange Community' is displayed with 'Add a Button', 'Like', and 'Message' options. The left sidebar contains a search bar, statistics (12 likes, 2 post reach), and links to 'See Pages Feed' and 'Invite friends to like this Page'. The main content area shows a post from 9 April 2015 about a report on energy contributions. Below this is a public meeting announcement for 2nd March 2015. The right sidebar shows 'THIS WEEK' stats (2 Post Reach, 0 Post Engagement, 0 Website Clicks) and a 'Recent' section for 2015. The bottom section displays a photo gallery of community events and a discussion point about windows.



**Appendix 5.5:** Provocative ‘postcards’ produced for  
‘Avenues Energy Exchange’ Facebook Page



## **Appendix 5.6: Public event - running order**

## 5.6

### Avenues Energy Exchange

02-03-15

1930 - 2100

<b>1930 - 1945 (Seated)</b>	Welcome / Introduction / Values
<b>1945 - 2000 (Seated)</b>	Icebreaker (Skills Bank)
<b>2000 - 2030 (Mobile)</b>	Dot-sticking ("My gas is supplied by..." My electricity is supplied by...")
	Postcards from the Avenues ("To save energy at home I...")
	Washing line ("The biggest energy challenge in my house is....")
	Neighbourhood drawing
	Neighbourhood map
<b>2030 - 2050 (Mobile)</b>	Review (Encourage people to take a look at the views assembled)
	Review (Completion of learning cards)
<b>2050 - 2100 (Seated)</b>	Round-up / Questions
	Encourage people to leave details for feedback / further involvement
	Close

## **Appendix 5.7 (A to D): Public event - talk through**

## 5.7A



### Talk-Through

#### 1930 - 1945

##### Welcome:

Thanks for coming, and showing an interest - a step into the unknown!

Welcome to the first meeting of Avenues Energy Exchange - something different

My name is Will Wilson, and I will be guiding you through the process tonight

Schedule (introduction, session to ease us in, a range of further activities, evaluation, questions etc)

See the values - Please feel free to take part - or to sit out....no pressure

Stress documentation - photos and video

Also feel free to ask any questions that arise

Housekeeping (toilets, fire escapes, refreshments)

##### Who am I / what am I doing here?:

I'm here tonight in two capacities

Firstly, proud to say that I was born and bred in the Avenues - still strong connections. Profound effect on me

Secondly, I am a researcher -built environment - PhD student - School of Arch UoL and NPS Humber

Not going to go into great detail - but please come and speak if you wish to know more!

About participatory practices in the BE - the way architects and planners work with the public - consultation etc - a topic I have been investigating for the past seven years

Responds to my own concerns that professionals have all the power - and issues are all too often decided upon before the public are involved

Active research - not just about critique, also about looking for a solution

How can we change this...for the better

Avenues Energy Exchange is part of this active dimension

## 5.7B

### **Avenues Energy Exchange: What is it not about?**

Not about teaching / preaching / providing advice - I will confidently say that I am not an expert in issues to do with domestic energy use - but that doesn't matter

Not seeking-out information to back-up or inform a pre-planned scheme.

Not seeking consensus / agreement

Not necessarily seeking solutions

### **Resultantly, what is Avenues Energy Exchange about?**

Responds to all of those things - and is intentionally 'different'

Ultimately a diagnostic tool - putting preconceptions or pursuit of an agenda or aim aside

Instead - seeks a better understand how things are in the community - on a given issue

Through doing this it positions the members of the community as experts - you have the knowledge - I'm learning as much as you will be.

My role is to facilitate ways to make this knowledge visible - hence the activities

All responses are valuable - not just taking what I want to hear

There may be consistencies in these practices and knowledge, and there may be differences. But we're not seeking agreement, rather perspective - understanding - learning

This perspective could provide a basis for possible further action

That action could come from within the community - through learning about each other - new perspectives

**OK so far?**

## 5.7C

### Why home energy use?

One - it's a topical issue

Two - Common experience - but one which may be so routinised that we don't think about it, let alone talk about it or compare notes with our neighbours - despite the fact that we may be facing similar challenges.

Three - You might be used to seeing all manner of advice documents, tv adverts, websites and the like instructing you about how to save energy - provides a useful standpoint

### Why the Avenues?

An area with a relatively active community

Usually discussed in terms of its townscape / conservation area status - does a different topic bring different issues to the fore?

Similarly - does a different format bring other issues to the fore

### Questions?

## 1945 - 2005

### Ice Breaker

Demonstrate the principles - uncovering local skills and experience - and working together.

Individual

Small group / table

Whole group

## 2005 - 2030

### Activities

All fairly self-explanatory - but please shout for assistance if needed

(Inc community drawing!)

Refreshments available

I encourage you to take part in all -



## 5.7D

### **What have you learned?**

Locate cards - evaluate what you have learned - write it down

Actively - Walk around and take a look at the contributions - see where your's fit within the bigger picture

Put the key points on post-it notes (one per note)

Stick on the board - arrange in clusters

### **Wrap-up**

Hopefully served it's purpose - as a demonstration

All of what we have achieved has come from you - with some provocation

This could be applied to other topics

I would be very interested to see or hear what you are able to do with what you have learned this evening - helps me in understanding.

In the meantime, please complete the evaluation form - let us know how it was for you - again, no right or wrong answers!!

Potential to do more - a whole host of activities - make sure we have your details / 'like' on Facebook

Close

## **Appendix 5.8 (A and B): Public event - working agreement**

## 5.8A



1930, Monday 2nd March 2015  
St Andrew's Hall, Hull

### Overview

Avenues Energy Exchange forms part of a larger research project being undertaken as a partnership between the University of Lincoln and NPS Humber. It seeks to examine ways to improve the way in which non-professionals are involved in shaping their communities.

This is essentially a diagnostic process which seeks to provide a more informed perspective on domestic energy use issues in the local area. It is based on the belief that personal knowledge, experience and everyday practices provide an invaluable means of better understanding a community - if suitably revealed. This is coupled with a belief that we all have the capacity to learn from those around us. In response, Avenues Energy Exchange is intentionally provocative, and has been designed to facilitate dialogue on aspects of a topic that we all have a shared experience of, but may have few opportunities to ponder or discuss.

### Key Values

Avenues Energy Exchange is underpinned by four key values:

#### Equality

When we work together, nobody is more important than anybody else present, and everybody deserves to be treated with respect;

*treat other people as you would like to be treated*

#### Diversity

However, it is important to remember that we are not all the same, and that this is something which should be respected - and celebrated. We should all work to understand, rather than to judge, the things that we share and those that make us different.

*difference is good - it helps to put things into perspective*

#### Reciprocity

We all have our own valuable knowledge and experience of the issues being investigated, which other people can learn from. At the same time, we all have the capacity to learn from the valuable knowledge and experience of those around us;

*it's all about give and take.*

#### Reflection

To make the process work, we all need to think about what we have learned from the activities we have been involved in and from those around us. The intention is that this will help to influence what happens next, whether on an individual or a group basis.

*think...do...think....do...*

### **General Working Principles**

You are free to join or leave an event, or an activity, as you feel appropriate.

As part of a research project, it is intended that the activities will be documented to help to understand what is happening and to demonstrate the progress that we make. This will involve the use of various means, such as photography, audio recording, and filming. If you would rather not be included in this, please make your preferences known.

All activities will be introduced by a facilitator. The role of the facilitator is to help direct, but not to persuade or influence the group. It is expected that the facilitator will also participate in activities where appropriate.

All those involved are asked to act in an honest and trustworthy manner. However, if there are issues that you would prefer not to discuss, please do not feel pressured into doing so.

The process is not seeking to reach agreement on the issues discussed, or to force those involved to change their thoughts or practices. All that is requested is that those who choose to attend come to the process with an open mind.

Disruptive, aggressive, or intimidating behaviour will not be tolerated. Activities will be promptly stopped should this occur.

### **Contact and Oversight**

The organisation and conduct of the various activities is being overseen by Will Wilson, PhD student in the School of Architecture and Design at the University of Lincoln, who can be contacted should you have any questions, thoughts or concerns.

Email: [wwilson@lincoln.ac.uk](mailto:wwilson@lincoln.ac.uk)  
Facebook: Search for 'Avenues Energy Exchange'

The research project as a whole is being overseen by Dr Kathleen Watt, Senior Lecturer at the University of Lincoln, who can be contacted should you have any questions that need to be addressed at a higher level.

Tel: 01522 837138  
Email: [kwatt@lincoln.ac.uk](mailto:kwatt@lincoln.ac.uk)

**Appendix 5.9 (A to C):** Public event - ‘Skills and Experience Exchange’

**5.9A: Skills and Experience Exchange matrix.**

## Skills and Experience Exchange

**Date:** 02-03-15

**Name(s):**

**Instructions:** Go down the list of skills / experiences and tick the box that best describes your situation

Skill / Experience	That's me!	That's somebody I know	I don't know...yet!
Has solar panels on their roof?			
Has been on a trawler?			
Lives in a house with double glazing?			
Has used local bus service 110?			
Has a smart meter at home?			
Has a a smart meter at home but isn't quite sure how to use it?			
Can plumb-in a sink?			
Knows what temperature their thermostat is currently set to?			
Was born in Hull?			
Considers that they live in an energy efficient house?			
Lives in Muirfield Park?			
Doesn't drive?			
Has lived in the area for more than 20 years?			
Knows the name of a local police officer?			
Can remember the blitz?			
Has had their loft insulated in the last five years?			
Can speak in Spanish?			
Has changed their energy supplier in the last year?			

**5.9B:** General view of co-researchers engaging in the activity.



**5.9C:** Co-researchers working together to complete the matrix.



**Appendix 5.10 (A to D):** Public event - ‘What are the key energy challenges in your home?’



**5.10A:** Co-researchers pegging their contributions on the washing line.

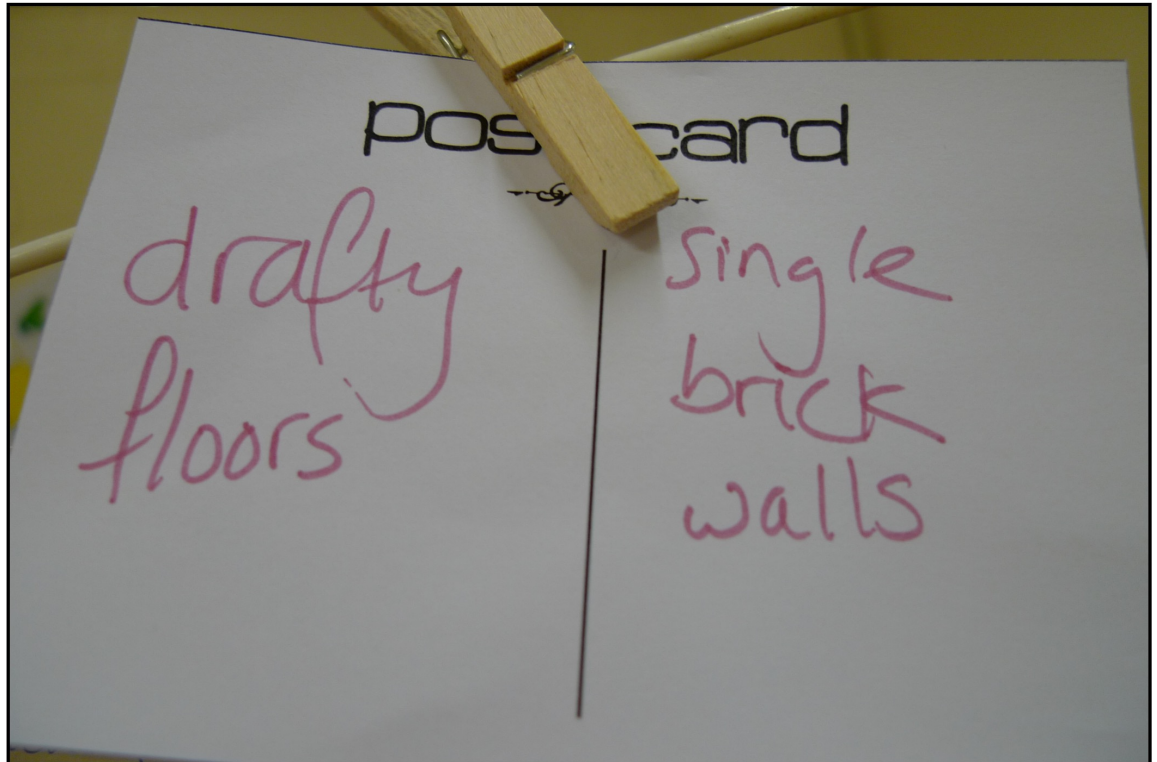


**5.10B:** Co-researchers examining the contributions.

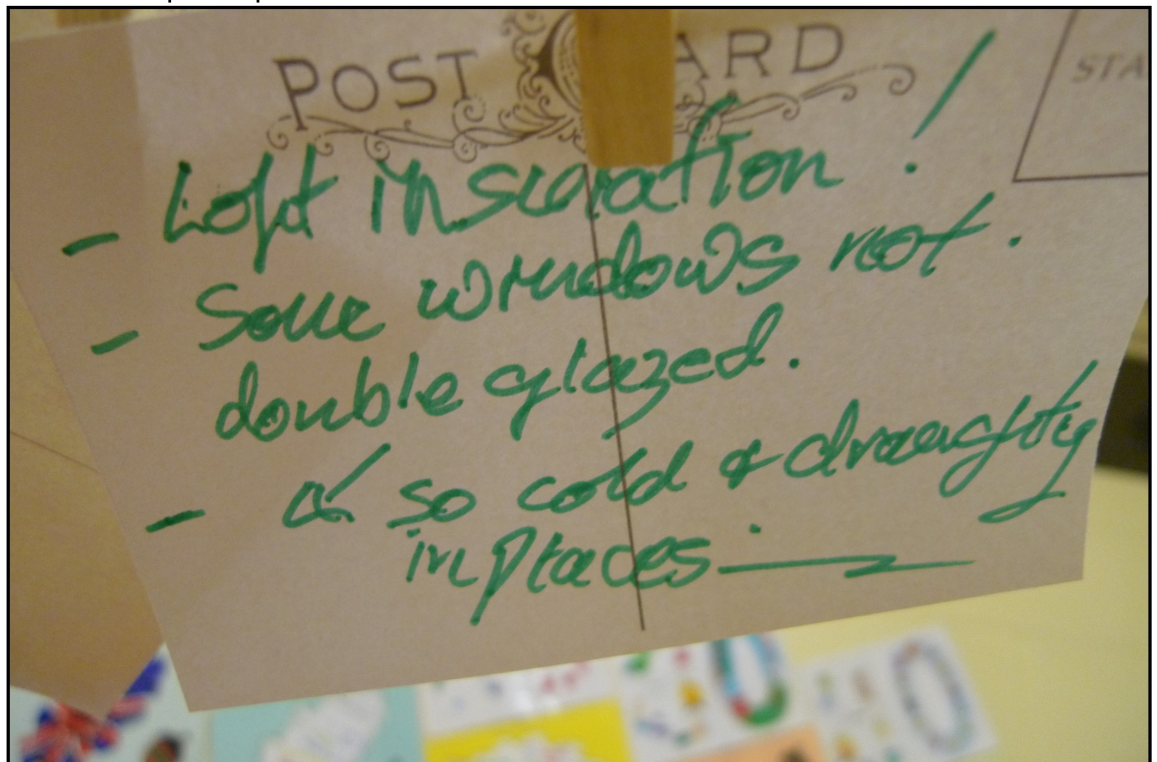




5.10C: Completed postcard.



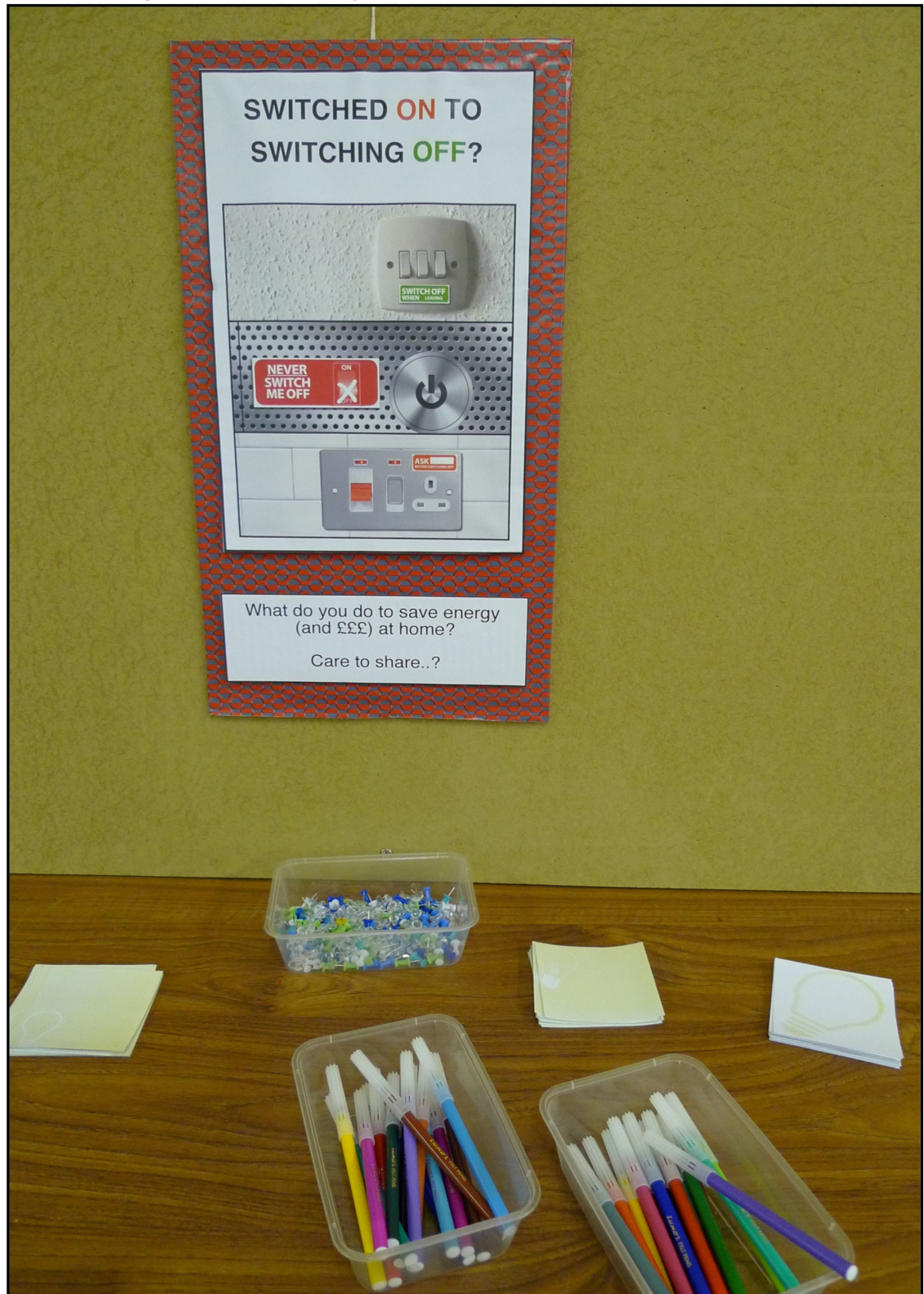
5.10D: Completed postcard.



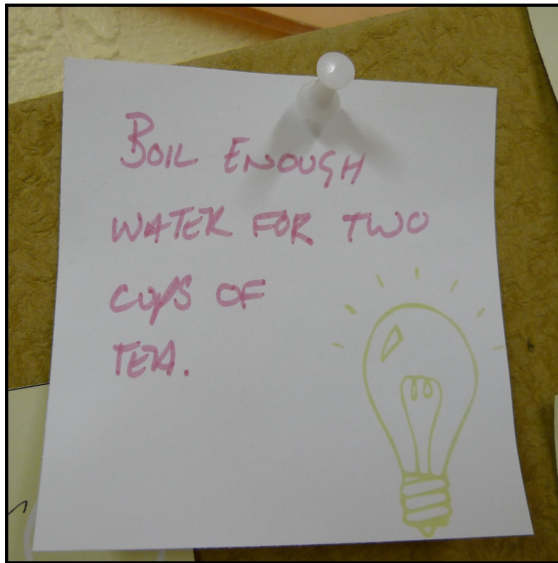
**Appendix 5.11 (A to E):** Public event - 'Switched On To Switching Off? What do you do to save energy (and £££) at home?'



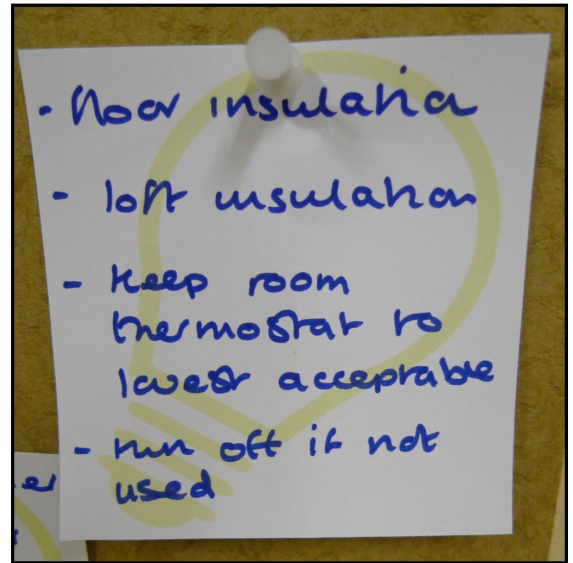
**5.11A:** Arrangement of the activity.



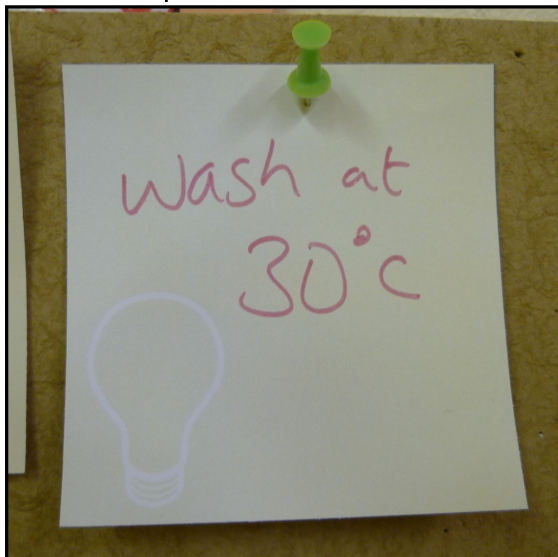
5.11B: Sample contribution.



5.11C: Sample contribution.



5.11D: Sample contribution.



5.11E: Sample contribution.



**Appendix 5.12 (A and B):** Public event - ‘Who supplies your gas? Who supplies your electricity?’



**5.12A:** Completed board for gas suppliers

**Who supplies your gas?**  
Please place a dot in the corresponding box

Better Energy	British Gas	Co-operative Energy	Dulgas	E.ON	EBico	EDF	Extra Energy	First Utility	Flow Energy
	•••	•				••			
GB Energy Supply	Glide	Gr-ERGY	Good Energy	Green Energy	Green Star Energy	MAS Energy	npower	OVO Energy	Ork Energy
			•••				•••	•	
SSE	Sainsbury's Energy	Scottish Power	Spark Energy	Unita	Utility Warehouse	Woodland Trust Energy	Zag Energy	Other	
•	•	•						•	

**5.12B:** Completed board for electricity suppliers.

**Who supplies your electricity?**  
Please place a dot in the corresponding box

British Gas	Co-operative Energy	E.ON	EBico	EDF	Ecotricity	Extra Energy	First Utility	Flow Energy	GB Energy Supply	
••	•			••	•					
Glide	Gr-ERGY	Good Energy	Green Energy	Green Star Energy	MAS Energy	npower	OVO Energy	Ork Energy	SSE	
		•••				•••			•	
Sainsbury's Energy	Scottish Power	Spark Energy	Unita	Utility Warehouse	Woodland Trust Energy	Other				
•	•					•				

**Appendix 5.13 (A and B): Public event - ‘Home is where?’**



**5.13A:** Co-researcher engaging in the activity.



**5.13B:** Distribution of some of the pinned flags.



**Appendix 5.14 (A and B):** Public event - ‘What does your neighbourhood look like?’



**5.14A:** A selection of the contributions, as pinned by co-researchers.

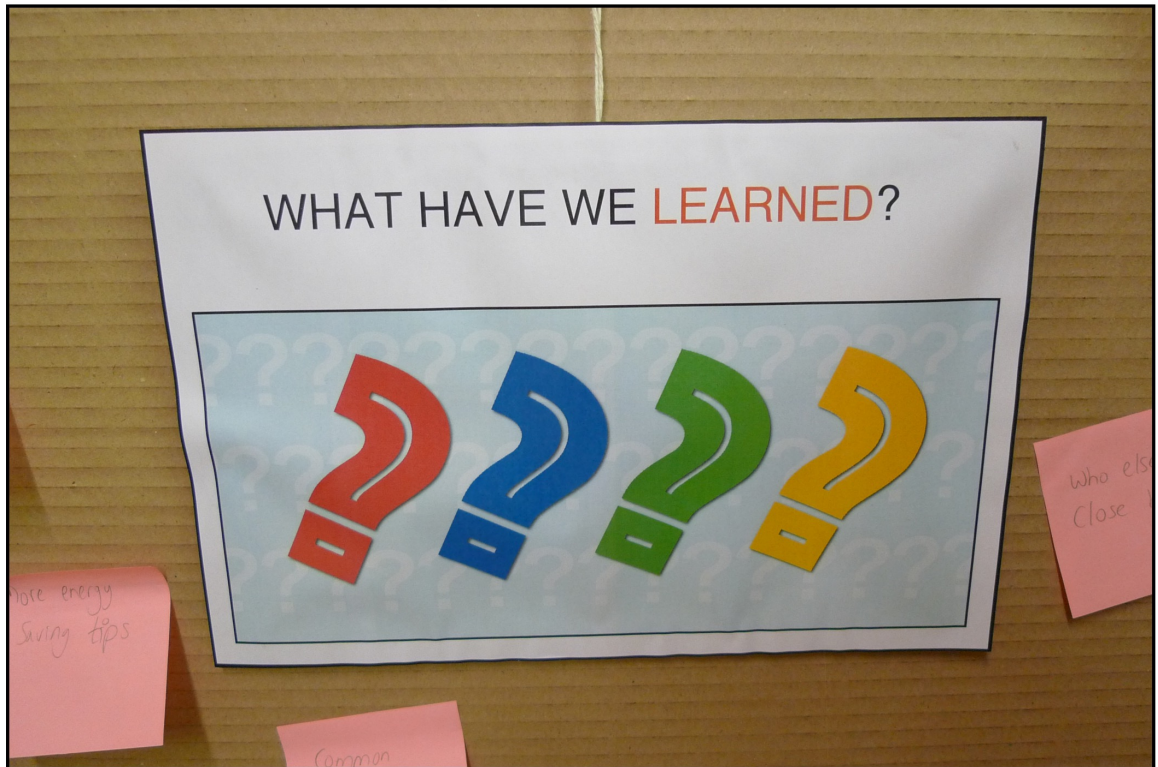


**5.14B:** Sample contribution.

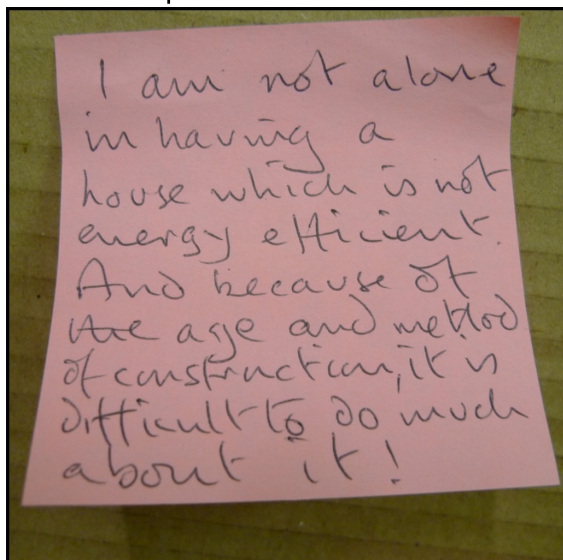


**Appendix 5.15 (A to C):** Public event - Evaluation - ‘What have we learned?’

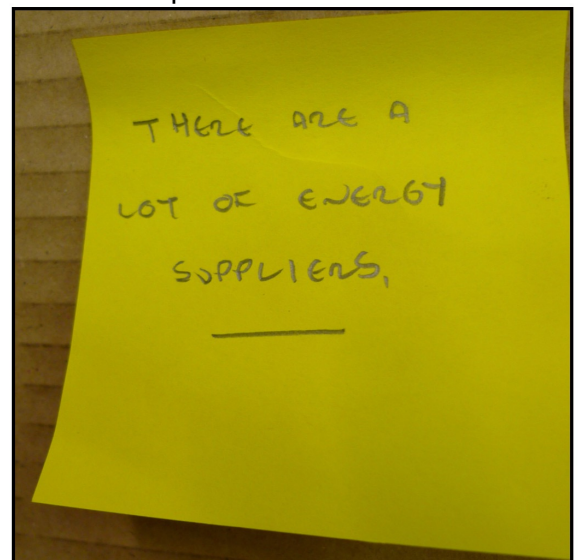
**5.15A:** Arrangement of the activity.



**5.15B:** Sample contribution.



**5.15C:** Sample contribution.



**Appendix 5.16:** Public event - Evaluation - ‘How was it for you?’



## 5.16: Sample of contributions.

**AVENUES ENERGY CHANGE**

Name (optional)

**Evaluation: How was it for you?**

Good bits: Meeting neighbours, Knowing us as well as it together

Not so good bits:

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page:

---

**AVENUES ENERGY CHANGE**

Name (optional)

**Evaluation: How was it for you?**

Good bits: Meeting new people, Sharing experience

Not so good bits: Lack of time!

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page:

---

**AVENUES ENERGY CHANGE**

Name (optional)

**Evaluation: How was it for you?**

Good bits: Interesting, Re-joining, Having a consensus for 'good' - energy efficiency, fighting climate change etc

Not so good bits: Acoustics, (How genuine of group was? Vibrate results?)

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page: macauslane@hotmail.com

---

**AVENUES ENERGY CHANGE**

Name (optional)

**Evaluation: How was it for you?**

Good bits: Nothing, Time for discussion & meeting like minded people and exchanging ideas, Refreshments welcome

Not so good bits: chocolate biscuits please, clearer intention

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page: hob836@hotmail.co.uk

---

**AVENUES ENERGY CHANGE**

Name (optional) Jacky Ward hoxax

**Evaluation: How was it for you?**

Good bits: Actually realised I'm doing what I can, Probably more double glazing will help

Not so good bits: Actually thought I might get alone

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page:

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**AVENUES ENERGY CHANGE**

Name (optional)

**Evaluation: How was it for you?**

Good bits: enjoyed the activities and opportunity to meet fellow residents, Good to think about energy practices - good + bad

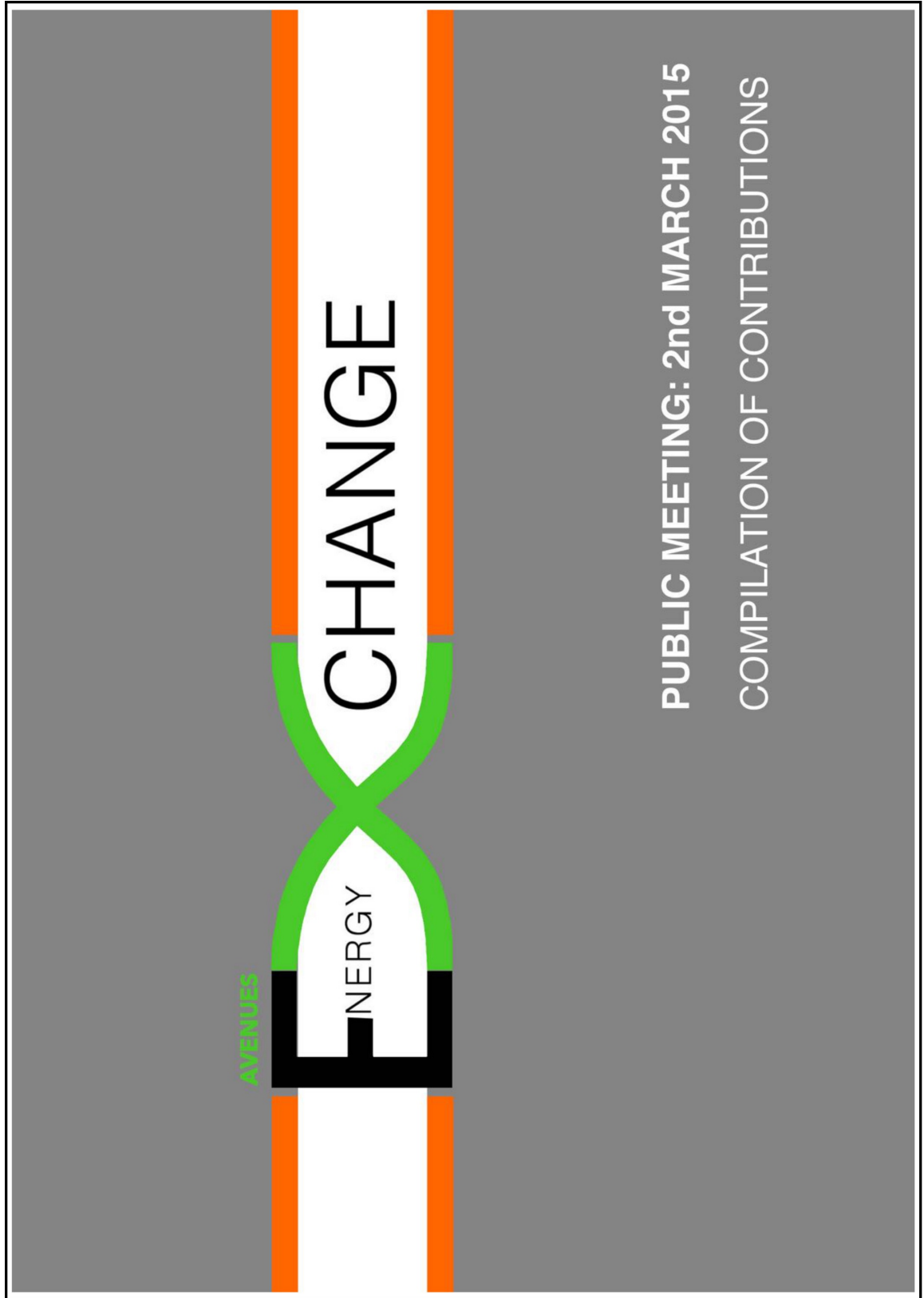
Not so good bits: Had limited time in the evening

If you would like to be kept informed about the project, please provide a preferred means of contact below (email or postal address), or 'like' our Facebook page:



**Appendix 5.17 (A to W): ‘Avenues Energy Exchange’ -  
case report**

5.17A



## CONTENTS

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## INTRODUCTION

### Hello!

A month has now passed since the first meeting of Avenues Energy Exchange on the 2nd March at St Andrew's Hall. Once again, thanks for taking the time to come along to the meeting and for sharing your thoughts and energy use practices.

As requested at the meeting, this leaflet has been produced to bring together all of the contributions made to the various activities. As you will see across the following pages, the statements and responses themselves remain just as you wrote them down, but they have been grouped under a series of common themes. Hopefully you will find this format easy to follow, and an interesting read.

This process has certainly provided me with an insight into the issues that local people are facing, and how they are seeking to address them. However, I am keen to see if and how the activities and resultant information have proved useful to you. As such, there are a number of questions that I would be interested in you considering whilst reading the material presented here:

- Is this information useful to you? In what way?
- Are there other groups it could be useful to?
- Following the meeting on the 2nd of March, do you have any thoughts or actions to report related to the focus of Avenues Energy Exchange?
- Are there any other thoughts or observations not covered by the above that you would like to share?

If you have thoughts on any of the above I would be really pleased to hear from you. Submission can be made either by return email ([wwilson@lincoln.ac.uk](mailto:wwilson@lincoln.ac.uk)) or via the Avenues Energy Exchange Facebook page.

Thanks again,

W:I

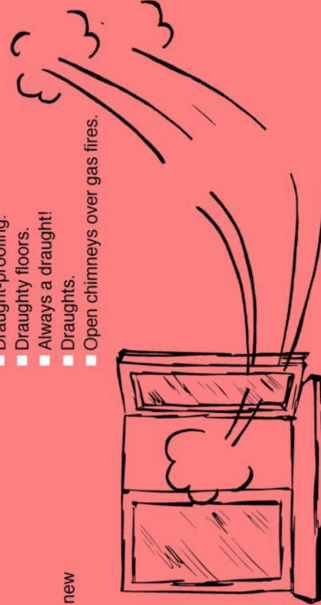
## WHAT ARE THE KEY ENERGY CHALLENGES IN YOUR HOME?

### WINDOWS AND DOORS

- Ill-fitting single glazed windows and doors.
- Some early double glazing in wood frames (draughts!)
- Doors that let in draughts although they are new (and old windows that obviously do).
- Cold windows.
- Some windows not double glazed, and so cold and draughty in places.
- Cold windows and draughty external doors.
- Old windows.
- Windows.
- Not all windows double glazed.
- No double glazing.

### DRAUGHTS

- Draught-proofing.
- Draughty floors.
- Always a draught!
- Draughts.
- Open chimneys over gas fires.



### WALLS

- Single brick walls.
- Single brick building.
- Single brick areas.
- External wall insulation is not allowed in the Avenues.
- House does not lend itself to increased energy efficiency - solid brick walls.
- No cavity walls that can be insulated.
- Single brick walls.
- Solid brick walls.



### COST OF SOLUTIONS



- Cost to implement effective long term solutions.
- Cost of acceptable energy saving measures.

### INTERNAL SPACES

- Sheer size of space to be heated.
- High ceilings.
- Hot and cold spots in different rooms.

### WATER

- Hot water.
- Long pipe runs for water / heating meaning taps need to be run longer to run hot.
- Leaks.



### ROOFS AND LOFTS

- Whether to replace our roof - will it improve the heat retention?
- Loft insulation!



### OTHER ISSUES

- Energy bills.
- Damp.
- No neighbour to left - to steal heat off.
- Old Boiler!!



## WHAT DO YOU DO TO SAVE ENERGY AT HOME?

### ELECTRICAL APPLIANCES AND LIGHTING



- Go round switching lights off.
- Tell my sons to switch stuff off.
- Switch off lights.
- Switch off items on standby.
- Switch off when leaving generally - but not enough (I forget!).
- Switch things off at the plug.
- Lights off.
- Moan at the kids to turn things off.
- Turn off if not used.
- Turn off lights and machines not in use.



- Use low energy lights - LED!
- Install LED lamps.
- Low energy bulbs and LEDs.
- LED / energy efficient light bulbs.
- Remote control sockets.

### CLOTHING AND EXTRA LAYERS



- Wear a jumper.
- Put more clothes on.
- Wear hat and (finger-less) gloves.
- Wear more clothes.
- Use blankets instead of turning heating up!
- Leave a coat on the dog!

### WINDOWS AND DOORS



- Close curtains at dusk.
- Open blinds on south side.
- Keep doors / windows shut.
- Draw curtains.
- Don't put furniture in front of windows - to get maximum sunlight.
- Have double or secondary glazing.
- Double glazed windows make a big difference in the houses which have them.
- Installing double glazing.
- Draft excluder.

### HEATING

- Turn radiators off in rooms not used - off in bedrooms.
- Turn thermostat down and KEEP IT DOWN.
- Turn heat down.
- Keep room thermostat to lowest acceptable.
- Switch off heating during the day.
- Heating on only twice a day.



### KETTLES

- Zoned heating.
- Zoned heating.
- Installing solid fuel burners.
- Condensing boiler.
- Half fill kettle.
- Boil enough water for two cups of tea.
- Only boil enough water.

### LAUNDRY AND WASHING-UP

- Full load WMachine and DWasher.
- Low temp wash.
- Use washing machine at low temp and full load.
- Wash at 30.
- Use outdoor clothes line instead of tumble dryer in fine weather.
- Don't iron things that don't need it.
- Dishwasher and washing machine on during daylight to use solar energy.



### INSULATION

- Internal wall insulation.
- Where space permits - internal insulation.
- Floor insulation.
- Loft insulation.
- Fill in gaps in floors and skirting boards.
- Seal gaps.

### OTHER APPROACHES

- Conserve water.
- Batch cooking.
- Regular boiler service.
- Regular monitoring of energy use.
- Have carpet.

## ELECTRICITY

## GAS

167



## WHAT DID YOU LEARN FROM ATTENDING THIS EVENT?

### ENERGY SUPPLIERS

- There are a lot of energy suppliers I have never heard of!
- More energy companies to choose from.
- There are a lot of energy suppliers.
- NPower is a popular energy supplier.
- Names of other energy suppliers.



### COMMUNITY

- People in the area are keen to engage with this and willing to participate.
- Who bought the house we nearly bought.
- The Avenues represents a distinctive community.
- People in the Avenues are keen to share ideas and participate.
- Who else lives close by.
- Common ground with others.
- Discovering names of near neighbours!
- We are a community. But what of those who aren't here tonight? I met a lot of people I didn't know.

### APPEAL OF THE AVENUES

- We are what we are. The Avenues is NOT a good area for energy conservation. But we love our houses, with all the inconveniences.
- People live here despite problems with the buildings.
- Avenues residents are quite energy aware and like their neighbourhood!



### ENERGY CHALLENGES

- Lots of people have similar problems and issues in this area - some solutions are limited.
- Avenues householders have shared energy challenges.
- We all have similar problems in addressing how to keep out houses warm.
- A lot of people have the same issues with energy saving.
- I am not alone in having a house which is not energy efficient. And because of the age and method of construction, it is difficult to do much about it!



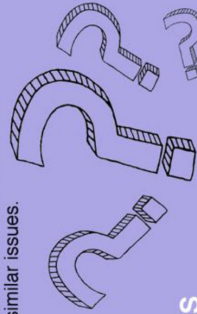
### OTHER LEARNING

- Bus route 110.
- I have been on a trawler.



### SOLUTIONS

- All our energy conservation tactics are very similar.
- People are quite energy efficient but I could be better.
- A number of other people are exploring ways of creating an energy efficient house.
- People clearly share energy savings ideas unbeknown to each other...it will be interesting to see if we can draw conclusions from the reactions.
- I do most things. How do I insulate floors though? Got underlay and carpets.
- More energy saving tips.
- I do (try) to be aware of most energy saving practices, in common with others in difficult houses!
- We all have similar issues.



### PROCESS

- Good ideas - but will they happen?
- Nice to hear others' views and ideas.
- How interesting it is to swap ideas about an area which is basic to daily life, yet little spoken about outside one's own home / family (reassuring that others wear an extra garment rather than turn the heating on...)
- I'm enthusiastic about the range of ideas and suggestions raised, some of which are new to me - most reinforce old knowledge. But I'm struck by the cold reality that implementation will be at best patchy, and mostly non-existent.

## HOW WAS THE MEETING FOR YOU?

### GOOD BITS?

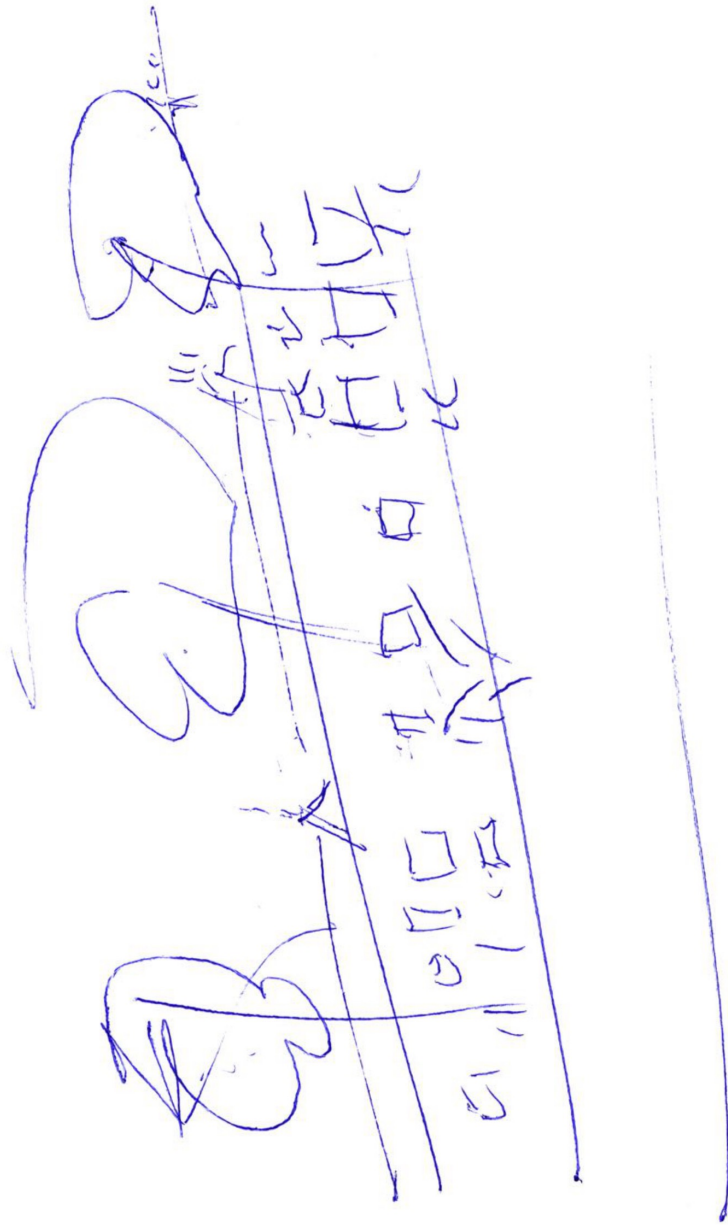
- Actually realised I'm doing what I can.
- Probably more double glazing will help.
- Non-threatening activities and not too many.
- Chance to meet other locals.
- Enjoyable.
- Nice warm room.
- Coffee!
- Interesting.
- Reinforcing.
- Hearing a consensus for 'good' - energy efficiency, fighting climate change etc.
- Bringing people together.
- Quantity of info in a short time.
- Some ideas to take away.
- Much more fun that I thought.
- Meeting neighbours.
- Knowing we are all in it together.
- Sharing ideas and talking to members of community.
- Meeting new people.
- Sharing experience!
- Enjoyed the activities and opportunity to meet fellow residents.
- Good to think about energy practices - good and bad.
- Interacting with such a pleasant, constructive collection of people.
- Networking.
- Time for discussion and meeting like minded people and exchanging ideas.
- Refreshments.
- Welcoming.

### NOT SO GOOD BITS?

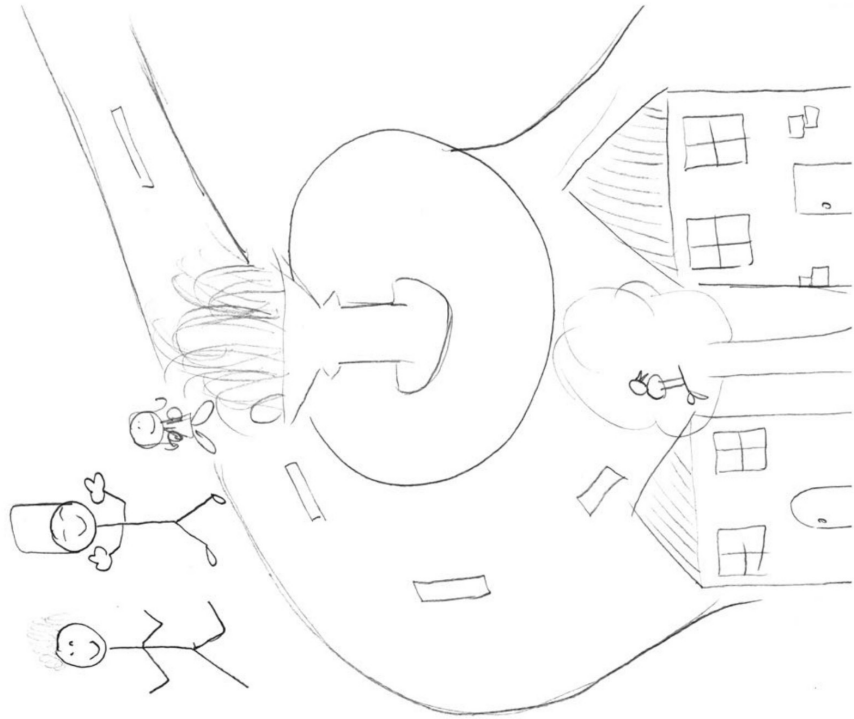
- Actually thought I might get advice.
- Acoustics.
- Homogeneity of group may vitiate results?
- Slow introduction.
- Clearer intention.
- Perhaps not quite what we expected.
- Lack of time.
- Had limited time in the evening.
- Drawing my environment; I haven't felt so inadequate since school.
- Chocolate biscuits, please.



WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?



WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?

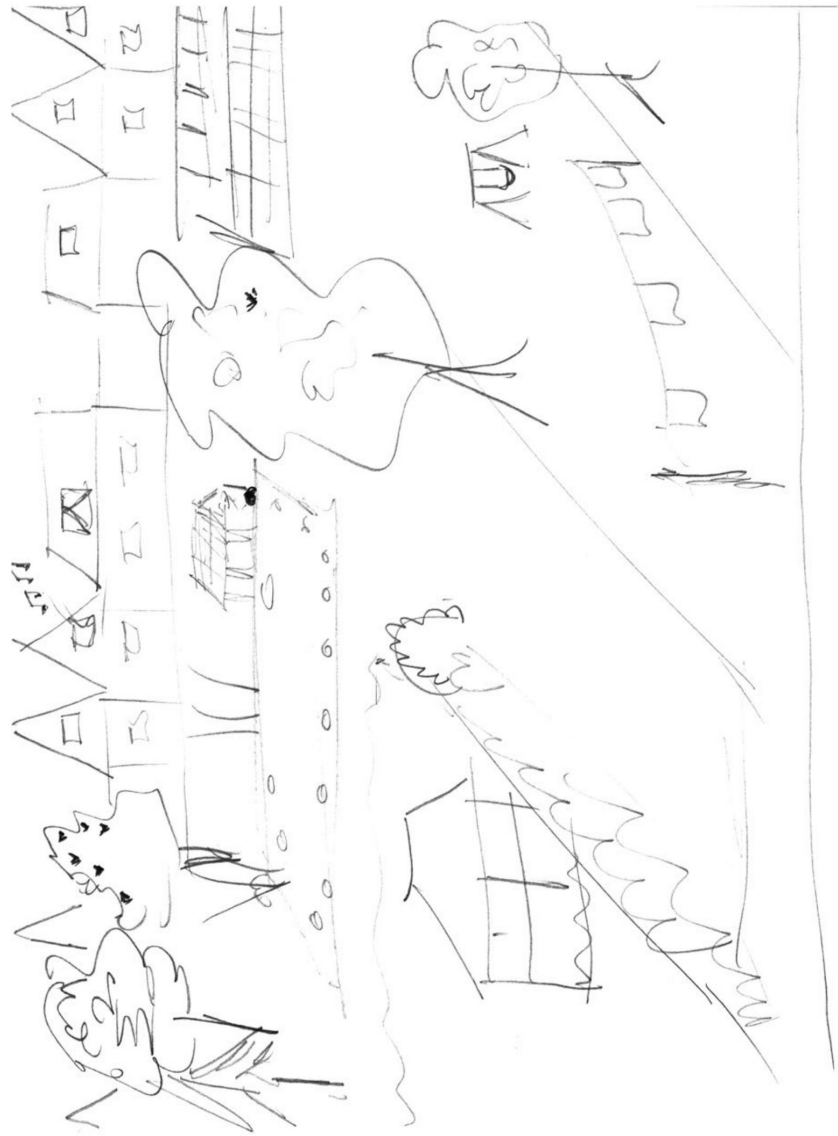




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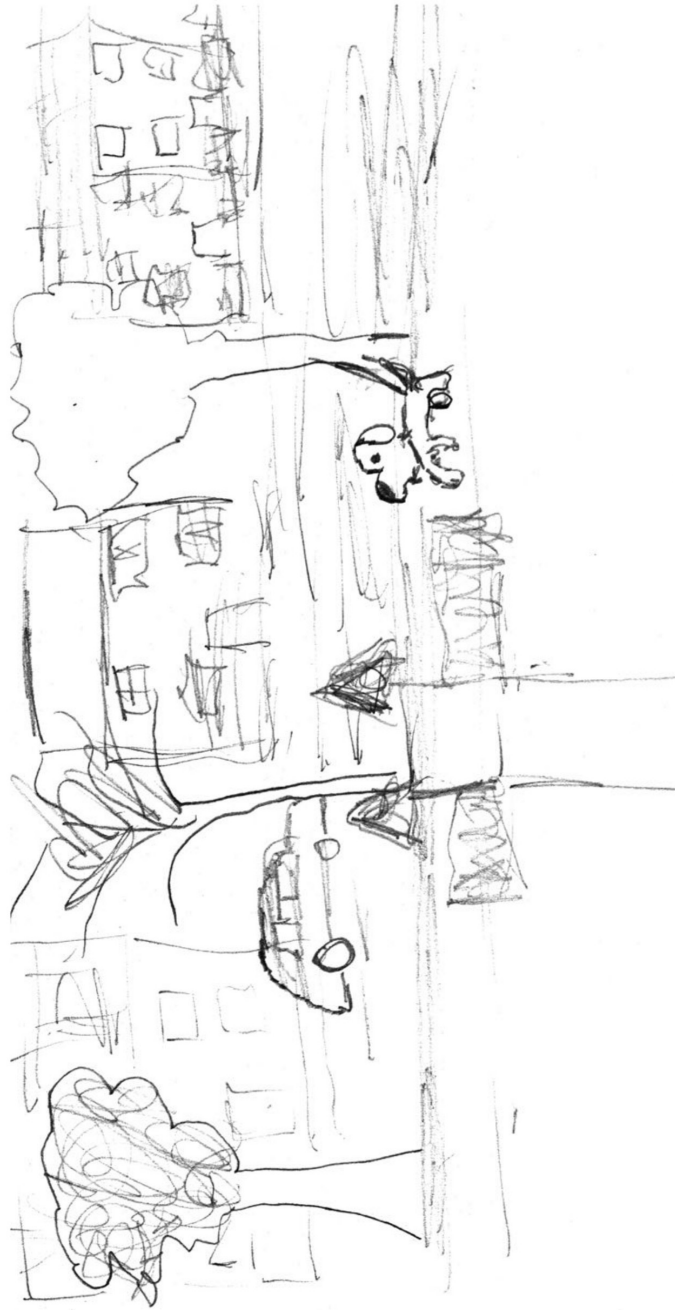


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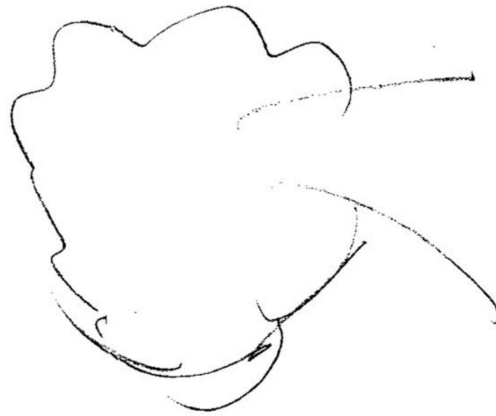
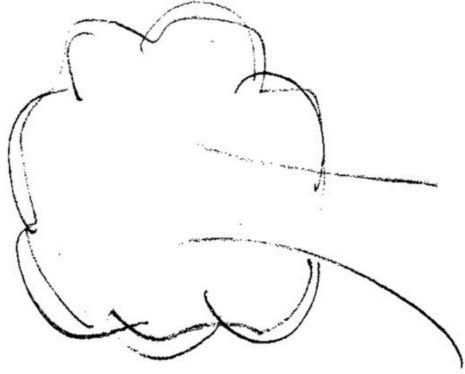




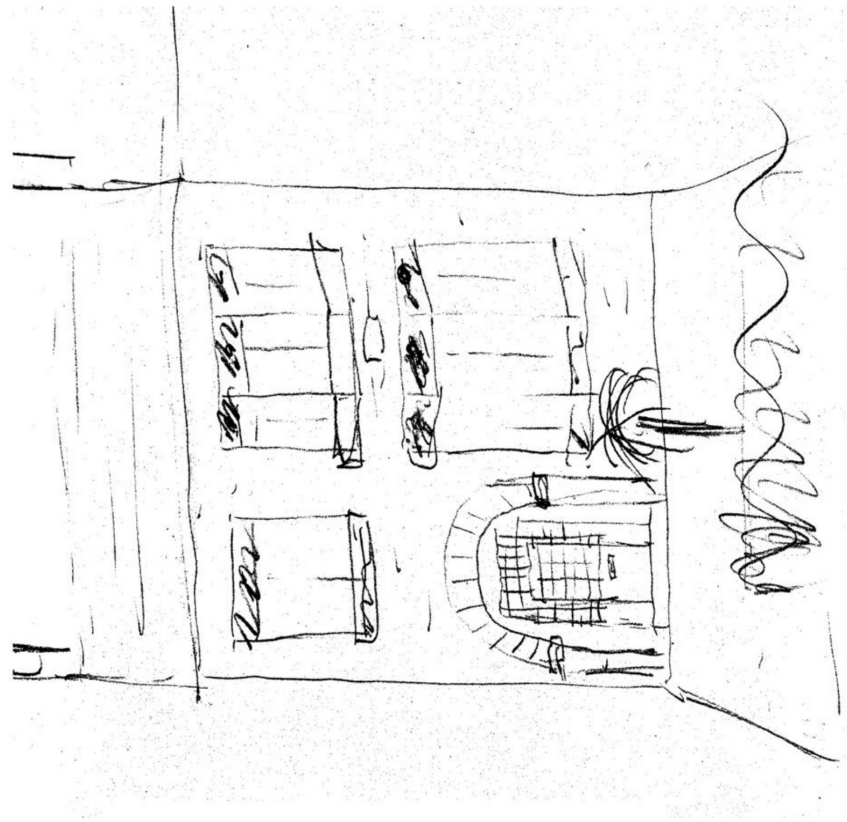
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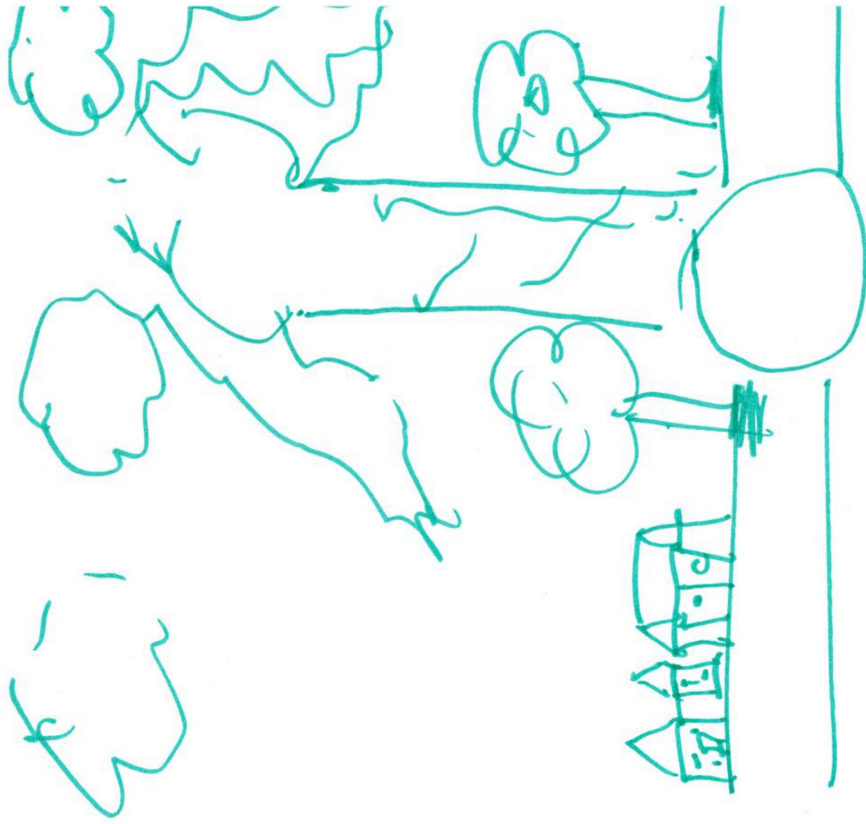
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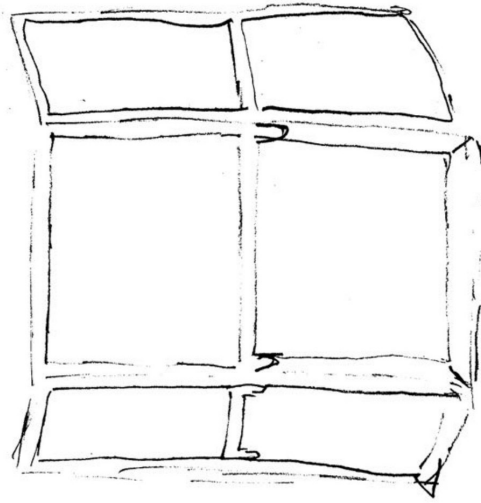
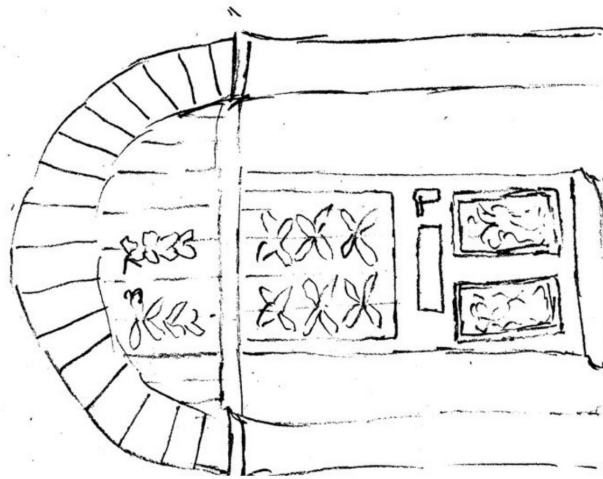
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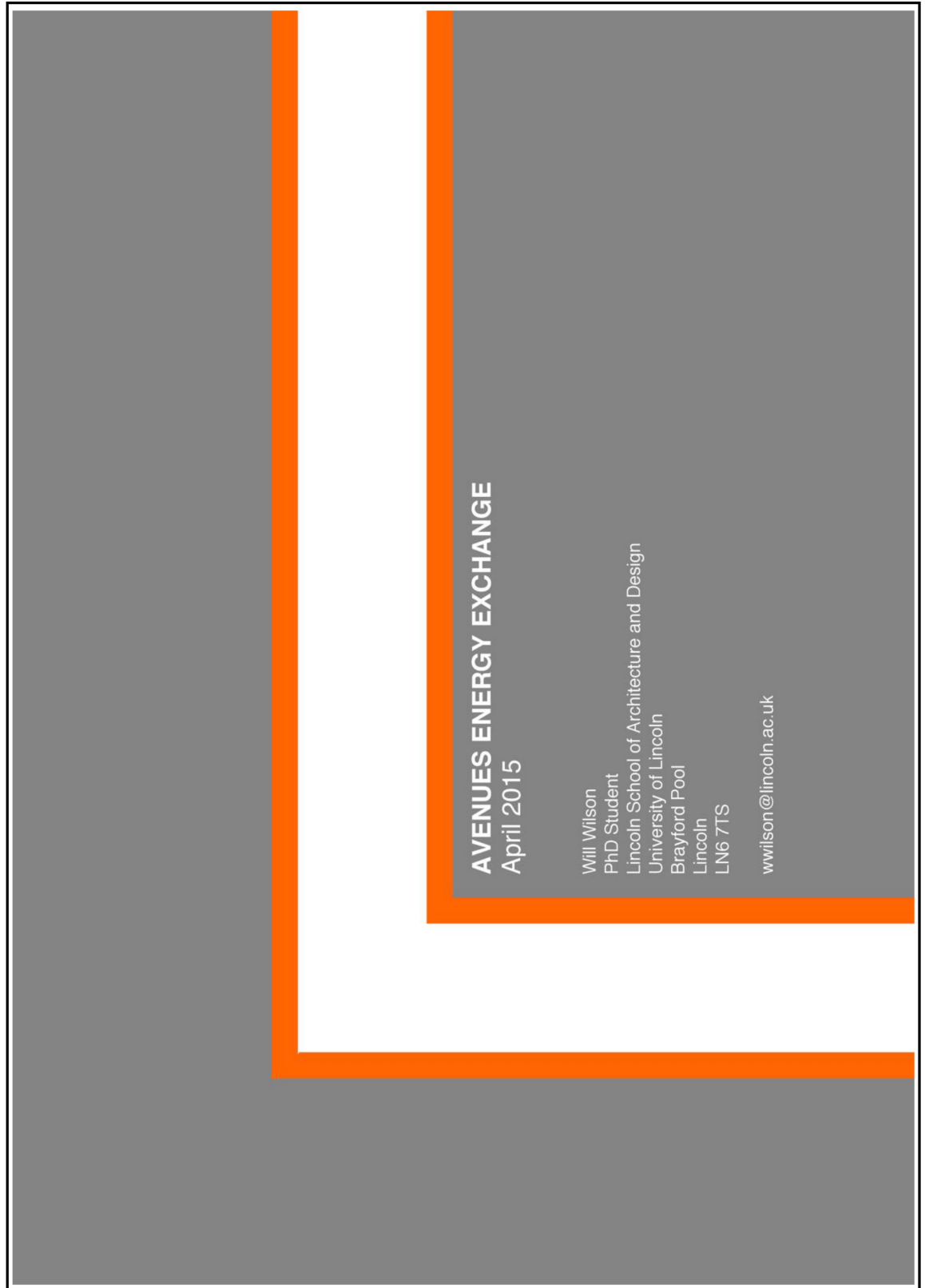
WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?



WHAT DOES YOUR NEIGHBOURHOOD LOOK LIKE?



5.17W



**Appendix 5.18 (A and B):** Feedback from co-researchers  
about the case report (item 5.17)

## 5.18A

Will,

I thought that the meeting would have concrete information regarding methods of being more Energy Efficient. In a way it did but not in the way I expected.

1. I realised that I was actually doing as much as I could with the house that I have got and that was reassuring.
2. That I was in the same boat as many others.
3. That there were ways that I could improve things BUT that they would cost a lot more than I could afford (or live long enough to recoup the costs!).

I love this area and this house and it's ok that it's not perfect. Humans are adaptable and we make life work for our particular preferences. Extra layers always worked well when we had no central heating. So, it seems, I carry on carrying-on (unless I win the lottery and then I might invest in thermo roofing)

Yours, (name)

## 5.18B

Will,

I have had more time to read my report. It is really interesting reading and the report is very well put together. It clearly captures everything which was done on the evening in a useful and informative way. It's a shame the Avenues Residents Association can't be a bit more dynamic. Maybe you could get some of your report in the newsletter they publish as it really is quite a dull read and does not capture what is happening in the area or any of the key issues.

I have responded to the questions below as well.

Thanks,  
(name)

1: Is this information useful to you? In what way?

The information is useful as we are finding utility bills very high since moving in, so considering how to control them is important. Whilst I can afford them now I imagine in my retirement, which is a long way off, they may not be so manageable. It was good to see that there are very common issues. It would be useful if we could come up with solutions we can do together to reduce costs e.g. a group contract to get houses insulated etc.

2: Are there other groups it could be useful to?

As mentioned above the Residents Association. Equally the newsletter produced by the council for the area is also very poor with nothing specific to the area. I complained to the councillors and said it was a waste of time if it does not reflect the area, but never got a response from any of them.

3: Following the meeting on the 2nd of March, do you have any thoughts or actions to report related to the focus of Avenues Energy Exchange?

I will certainly explore some of the other utility providers. I think the focus of the meeting was a good one, but not sure how we could maintain motivation and involvement of people. The subject obviously struck a cord and shows people are willing to get involved if there is an issue which is common to all. I am sure there are other similar issues.

4: Are there any other thoughts or observations not covered by the above that you would like to share?

I think I have covered everything. I think whilst it would be expensive it would be useful to produce some hard copies of the report as sometimes when you look at reports on computer you don't tend to keep them and forget about them quickly. Or maybe some displays of the results at the local library maybe? Plus send a copy to the council as they may be able to provide some specialist advice. I think people would appreciate another follow up session delivered by an expert to help us address some of the issues now we have identified them. Maybe also someone from council in relation to conservation zone so people understand what they can and can't do, especially in relation to double glazing.

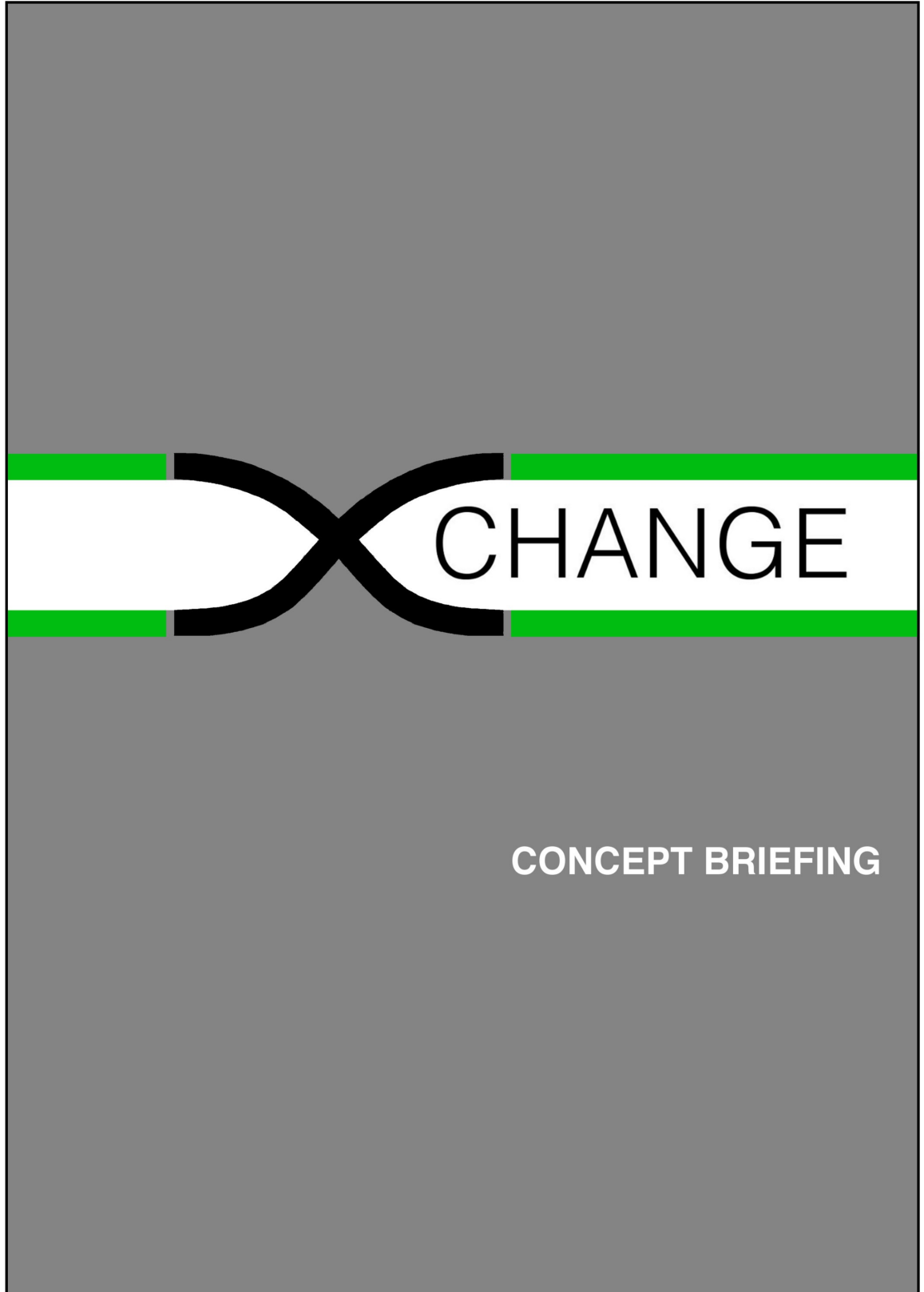
## **6: Initial presentation of Xchange**



## **Appendix 6.1 (A to L): Xchange draft briefing document**

NB: This is an early version of the framework

6.1A



## INTRODUCING XCHANGE

### What is Xchange?

Xchange is essentially a diagnostic framework which seeks to provide a means to better appreciate the multiplicity of views on a given topic, location or community. It seeks to challenge stereotypes and assumed practices, and to enhance perspectives, as a prelude to informing appropriate responses. This is seen as something that all can be involved in, not solely practitioners. Further to this, it places a high value on reciprocity, embodying the view that we all have valuable knowledge and experience to share, but equally the capacity to learn from the valuable knowledge and experience of those around us. In this way it is intended as a means to democratise knowledge production, and response.

### Where has it come from?

The framework is the product of a collaborative research project between the School of Architecture and Design at the University of Lincoln and the Design Team at the Hull office of NPS Group, supported by a Collaborative Doctoral Award from the Arts and Humanities Research Council (AHRC). This arrangement has provided a productive opportunity to combine the interests and skills of academia with those of practice in investigative and developmental research.

The project has a reactive stance, framed through a concern for the way in which participatory practices associated with the built environment are too often subject to constraints and are unduly procedural in nature. Efficient, perhaps, but risk-averse, and not always democratic. Whilst these observations are important, the project placed a greater emphasis upon pursuing the untapped potential that this situation offered if the challenges could be overcome. In response, the project sought to explore how the potential of traditional participatory practices could be enhanced by insights from other disciplines, notably the more recent field of design for social innovation. In the process of undertaking the research, participatory action research (PAR) also came to the fore as a significant influence upon the emerging framework.

Xchange emerged through the combination of academic enquiry and practical exploration, the latter bringing together householders, practitioners and other stakeholders from across the city of Hull in order to investigate the pilot topic of domestic energy efficiency.

### What's next?

This guide is intended to demonstrate the potential of Xchange, and to explain the considerations that underpin it.

The framework was devised as a means to address the pilot topic of domestic energy efficiency. Whilst demonstrated to have relevance to this topic, it is considered that Xchange could have broader potential, whether as a whole or in part, to many other topics or situations.

It is fully acknowledged that the framework is still at a developmental stage, with further testing and refinement a clear need. It is anticipated that this is something that will take place over the coming months and years; please get in touch if you are interested in joining us on this journey.

(Discussion of intellectual property rights here)



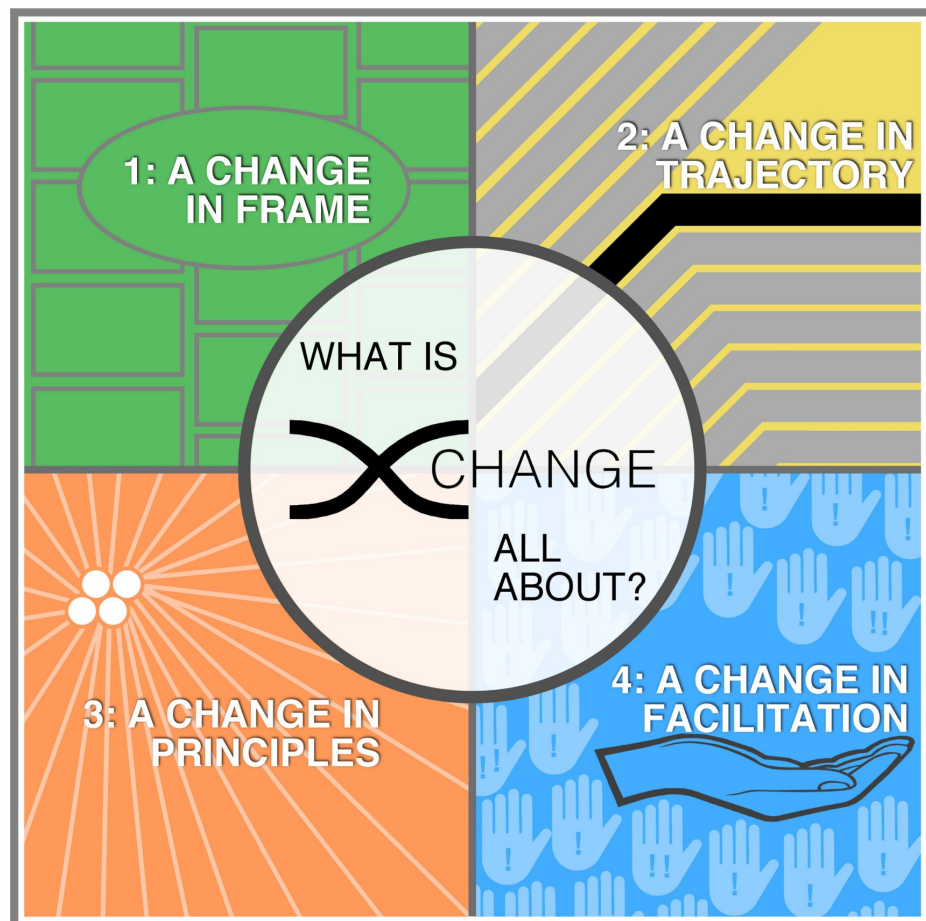
Arts & Humanities  
Research Council

## EXPLORING XCHANGE

### *distilling the concept*

As has already been identified, Xchange is proposed as a framework intended to guide participatory activities in line with a more equitable, productive vision, and to realise their untapped potential. However, at the same time, it is not intended to be overly prescriptive. To this effect the ability for the concept to be adapted to the needs of varying situations is equally important.

The balance between these two objectives has resulted in the definition of four key elements, as identified in the diagram below. Each of these elements is subject to more detailed discussion across the pages that follow.





# 1: A CHANGE IN FRAME

*a diagnosis-led, collaborative process*



Xchange is proposed as a conscious reframing of the way that participation is used to address matters of the built environment. Rather than being positioned as a tool to gauge public opinion on an emerging proposal, Xchange seeks to decouple participation from development, in the first instance at least. Instead, it aims to position it as central to a project in its own right. The aim of this is the assembly of an unbiased, multi-faceted portrait of the topic or place in question - as it presently stands.

This is achieved through the creative interrogation, juxtaposition, and dissemination of the varied sources of knowledge and experience on the subject. This is essentially aimed at assisting the development of an enhanced sense of perspective. Such a sense of perspective is a recognised outcome in its own right. Yet it also provides the opportunity for preconceptions and assumed practices to be verified or challenged. It also provides the possibility for existing relationships to be strengthened, and for new associations to be forged.

Xchange seeks to challenge traditional conceptions of participation, which have a tendency to be directed from and in line with the needs of a pro (professional) standpoint. Instead it seeks to give form to a process that delivers mutual opportunities and benefits to all involved. This is premised upon the belief that all have valuable knowledge and experience to share, but equally the capacity to learn from the valuable knowledge and experience of those around them. This reflects the overarching ethos, which seeks to recognise all involved as equal yet diverse partners, thus shifting the focus from pro to co (professional-led to collaborative endeavour).

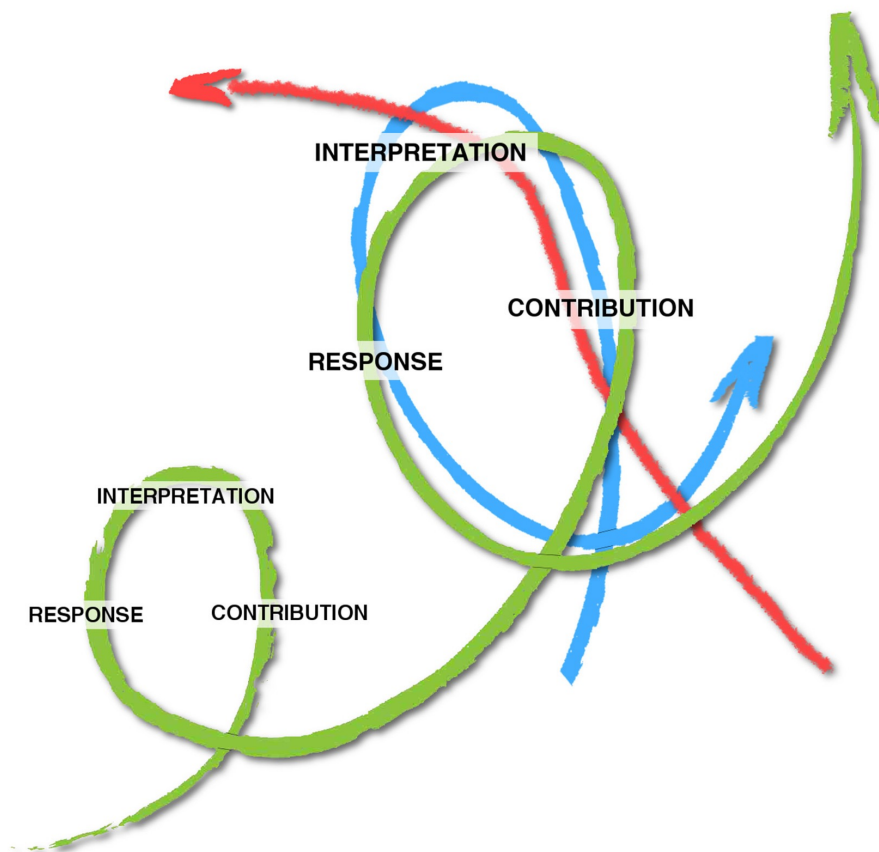
In addition to the perspective offered in the assembled portrait, Xchange may also provide the foundations for a multiplicity of possible progressions. This may include development proposals initiated by practitioners in the traditional sense, albeit with more robust foundations. Yet it may also catalyse more diverse progressions on the part of those involved in shaping the portrait, whether on an individual or a collective basis.





## 2: A CHANGE IN TRAJECTORY

*responsive to the needs of different situations*



As already identified, Xchange is a process aimed at bringing together diverse interests, and has the potential to catalyse an equally diverse range of progressions. In order to accommodate this, the process is founded upon a flexible, organic structure. This outlines an envisaged trajectory or path, but has the ability to be interpreted and adjusted in order to meet the needs of the varied individuals and groups who may be involved. The basic element of the process is a cycle, which is further evidence of the influence of participatory action research.



## 6.1G

The cycle is comprised of three distinct phases:

### **Contribution phase**

Central to this phase is the exploration of the the varied sources of knowledge and experience on the topic in question. This process may involve a variety of participatory methods, chosen to suit the needs of the situation. The intention is that these contributions are then compiled in order to form the portrait of the situation under investigation. Whilst contributions may be grouped thematically, and likely anonymised, the intention is that they are not processed or summarised. This is because it is important for contributors to recognise their own contributions, and how these relate to those of their fellow contributors. It also avoids the potential for bias on the part of the interpreter.

### **Interpretation phase**

The intention is that the portrait is then disseminated to all involved, who are encouraged to examine and actively reflect upon what they read. Dependent upon the situation, these interpretations will also be collated and presented back to all involved, providing a further opportunity for achieving a sense of perspective.

### **Response phase**

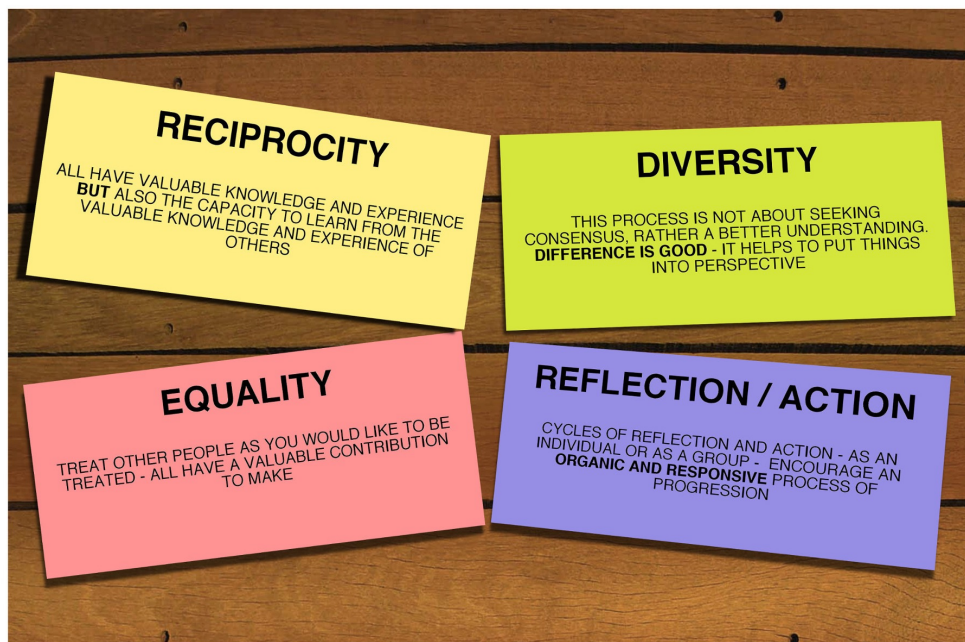
As the diagram above suggests, this phase may not be deemed relevant in all cases. The sense of perspective achieved may be deemed a significant and sufficient output in its own right. However it may inspire responsive action, whether on the part of individuals or groups, and at various scales. This, in turn, may involve a subsequent cycle, or cycles, of contribution, interpretation and response, thus turning the process into a spiral of steps.

This unpredictability, and the potential for the duration of activities to extend beyond that of traditional participatory processes, needs to be embraced as a positive.



### 3: A CHANGE IN PRINCIPLES

*setting robust foundations*



A further aspect of Xchange that reflects its ethical, mutual stance, and its origins in participatory action research, are its four key principles. These are intended to instil the ethos of the process across all activities that are undertaken. On the one hand these may be useful in communicating to those involved, or considering being involved, how the process works. They also outline how those involved are expected to conduct themselves during activities.

In this way, during the activities undertaken as part of the research process, the principles were communicated at the outset through a form of working agreement or prologue. The principles are also intended to assist in the choice of appropriate participatory methods. For example, they help to direct attention away from methods that seek to arrive at consensus. At the same time they help to direct attention towards the inclusion of opportunities for reflection.



## 4: A CHANGE IN FACILITATION

*enter the empathetic outsider*



Xchange is intended to enhance participation, and to broaden its potential. In order to achieve this, it is fully acknowledged that it represents a different, more demanding, prospect than traditional mainstream approaches. Upholding and embracing these differences in a positive sense is something that is expected of the facilitator. As part of this, those involved in facilitating the process need a relative freedom in order to embrace the organic nature of the process. They also need the ability to commit to the principles of the process without these being compromised by other responsibilities or expectations.

For this reason, it is deemed that built environment practitioners are not best placed to take-up this role. The research project behind Xchange brought to attention the range of constraints that practitioners have to work within. It was demonstrated how these limit the scope and nature of participatory activities that they are able to deliver, and also how they have the potential to thwart good intentions.

Instead, it is considered that facilitation should be undertaken by a so-called empathetic outsider. This is someone who has a requisite distance from the subject in order to achieve a sense of perspective and is able to adopt an impartial standpoint. At the same time, this is someone who empathises with those involved and is keen to assist in enhancing the understanding of their experience of the situation under investigation. The project behind Xchange demonstrated that a position in academia proves compatible with these expectations. This also provides a productive, 'real world' outlet for the types of investigative skills honed by researchers. At the same time, this allows practitioners to take an active role in the proceedings alongside other contributors, sharing their knowledge and experience, and learning about that of others.

## XCHANGE IN ACTION

*a framework of possibilities*



By its nature, Xchange provides great flexibility in terms of what it can be used to explore. The sole criterion is that this should be something that there is a shared experience of amongst all of those involved. This could address a topic, such as the pilot issue of domestic energy efficiency examined during the research project. Alternatively it could address a shared experience or affiliation, such as a place or activity, for example.

The motivations for initiating the process could be equally varied. For example, the subject could be something that there has been an expression of concern about, possibly in the media, or through a previous study. It may be something that there is understood to be contention about, or for which a dominant portrayal is deemed by some to not represent their views. It could be something that a group has responsibility for managing and would be interested in evaluating how their efforts are perceived by others. Equally it could be something for which there is perceived to be an undeveloped knowledge about; a story not being told or at risk of being lost.

Regardless of the impetus, the crucial element is that this is handed over to the facilitator to progress. This ensures that all points of view are given an equal opportunity to be heard, reducing the potential impact of bias or vested interests on the part of the initiating group.

The format of the process would particularly lend itself to being used as an introductory activity, helping to build a firm foundation upon which progressions may be developed. However, its potential to adopt a cyclical, helical form means that it could provide a responsive framework to advance and review any propositions that emerge. Xchange could also be introduced later in the process of a development project, providing a robust review mechanism, and a means to identify possible needs or opportunities for progression.



## 6.1K

The below examples, extracted from the research project, provide some suggestions as to how Xchange could be applied:

### Evaluative Approach: Energy Xchange - Boulevard

During the early stages of developing Xchange, the principles were applied as a means to evaluate a domestic energy efficiency scheme. Interviewing formed the basis of the initial activity, which gave voice to an array of perspectives on the experience of the scheme, which were duly compiled and shared. The approach also provided a means to develop productive relationships with the interviewees, paving the way for further collaborative work.



### Diagnostic Approach: Avenues Energy Xchange

Xchange was applied in the Avenues neighbourhood in Hull in order to better understand the topic of domestic energy efficiency. This was a theme identified jointly by the project partners, but was not preceded by development proposals of any form. Central to this was a public meeting, supported by a Facebook page. The approach adopted consciously avoided imparting information or guidance on to those present, instead focussing on reciprocal, social learning. The activities hosted made use of provocative questioning as a means to encourage contributions about knowledge and experience, which could then be seen alongside those of others. All of the contributions and reflections from the meeting were subsequently compiled into a portrait report, which was disseminated to all involved. Feedback on the process revealed that it had assisted in enhancing perspectives on the topic. It also revealed that other outputs had materialised, including broader knowledge, and new associations between those involved.

Where to next?

## 6.1L

### **XCHANGE** 2016

Will Wilson  
School of Architecture and Design  
University of Lincoln  
Brayford Pool  
Lincoln  
LN6 7TS

[wwilson@lincoln.ac.uk](mailto:wwilson@lincoln.ac.uk)

**Appendix 6.2 (A to Q):** Presentation about Xchange and the development of the framework, produced for NPS Group and Hull City Council

NB: This is an early version of the framework



*Justifying and refining*

CHANGE

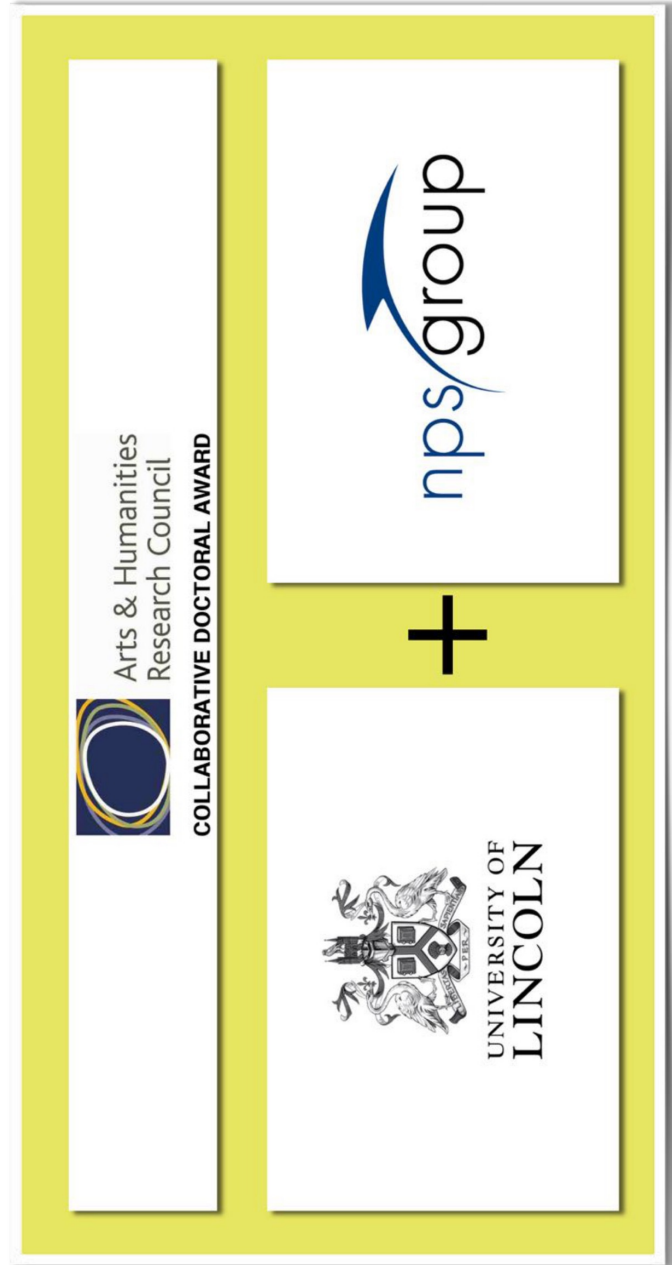
*a framework for reinvigorating  
participatory practice*



# CONTEXT AND FOUNDATIONS



## SETTING: ACADEMIA AND PRACTICE WORKING TOGETHER



## IMPETUS: THE DEPOLITICISATION OF PARTICIPATION



- Prioritisation of **functional** uses of participation ahead of **principled** uses
- Participation used as a tool to validate or detail proposals
  - Foreclosure of the topics open for discussion - thus options are 'framed'

## RESPONSE: EXPLORING ALTERNATIVE APPROACHES



### Radical ideas:

Re-politicisation of participation



### Exploring other fields:

(Design for) social innovation



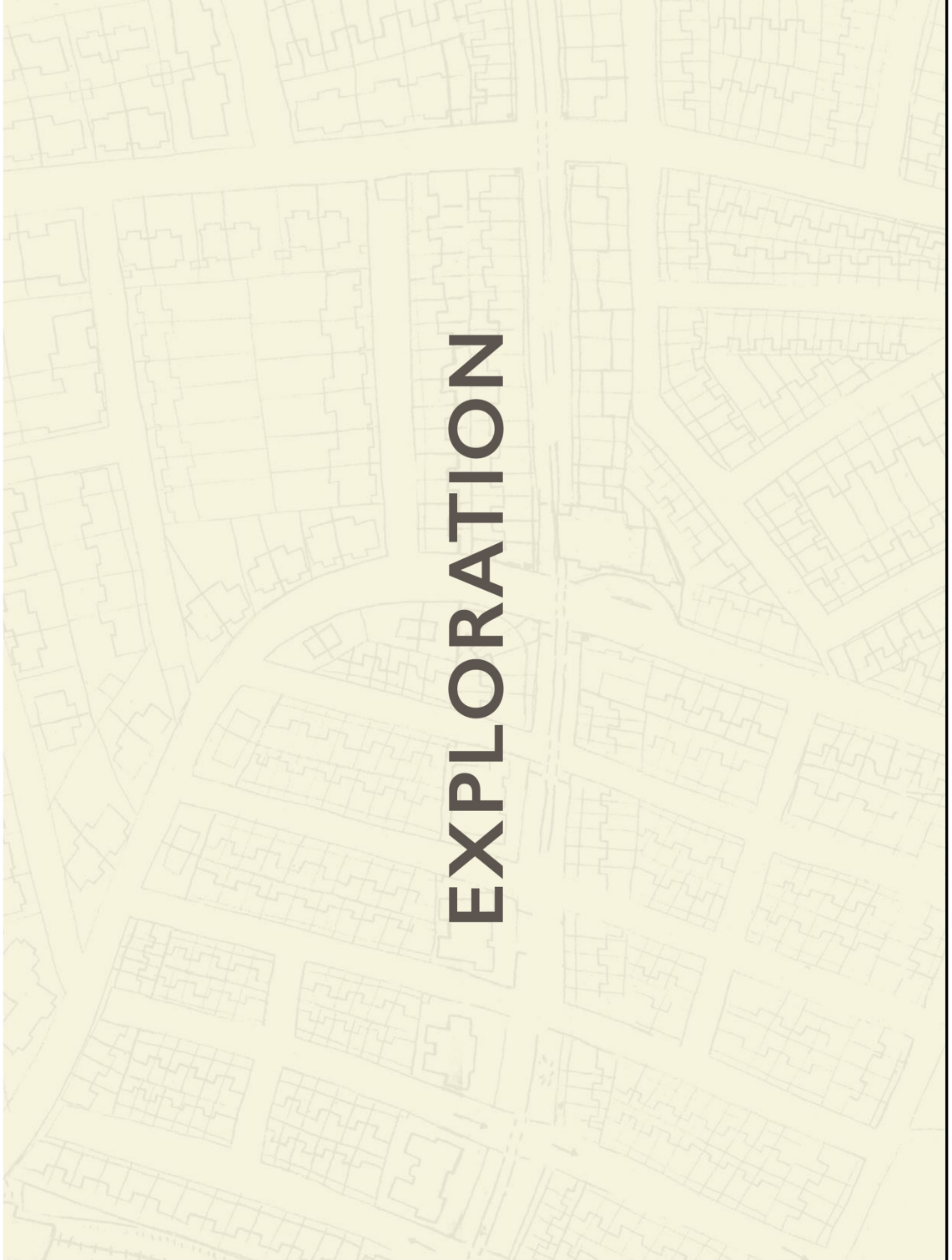
## RESPONSE: PARTICIPATORY ACTION RESEARCH



- Emancipatory / beyond critique
- A focus on 'co' rather than 'pro'
- Characterised by cycles of reflection and action
- Eventually proved to be more than a methodology

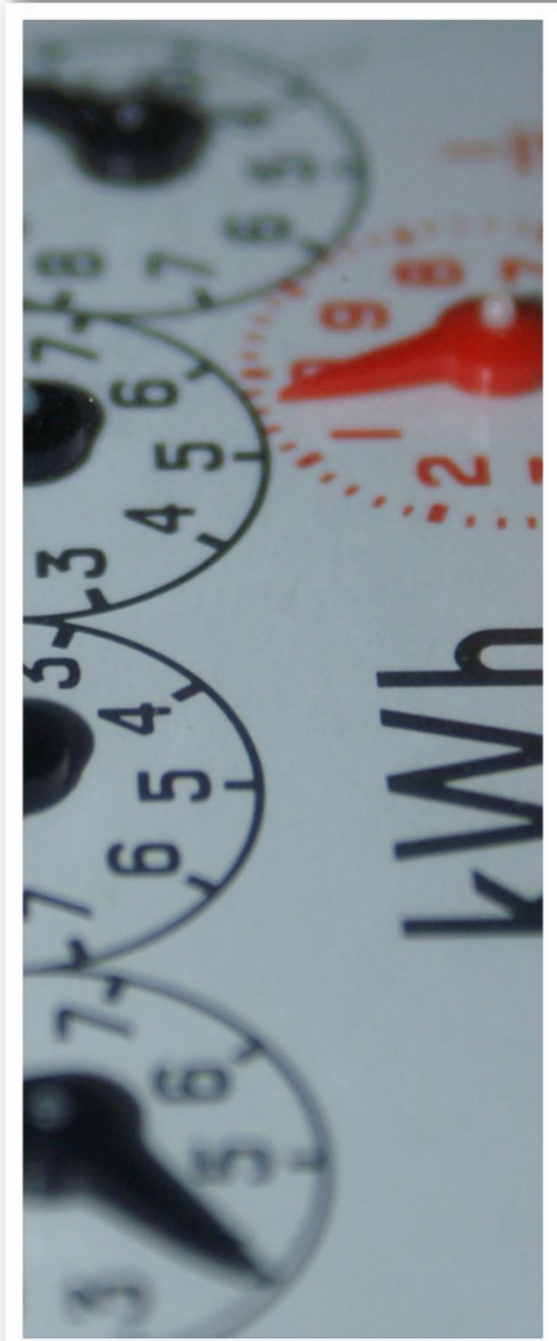
6.2G

# EXPLORATION





## **PILOT TOPIC:** DOMESTIC ENERGY EFFICIENCY



- Topical, prone to be addressed from a 'pro' perspective, and with a bias towards technological intervention
- A key area of activity for NPS Humber

# PRACTICAL PHASES 1 - 3: BOULEVARD AREA (AUGUST 2013 - NOVEMBER 2014)



## PRACTICAL PHASE 4: AVENUES AREA (FEBRUARY - MARCH 2015)



Join us in developing a better appreciation of  
home energy issues in the Avenues from a local perspective

- What are the energy challenges faced when living in an Avenues house?
- How do you respond to them?
- Can we learn from each other?

In person:

7:30 PM

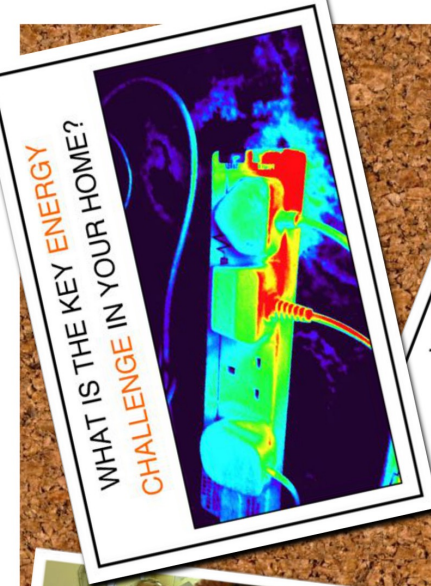
Monday 2nd March 2015

St Andrew's Hall (Victoria Ave)

Facebook:



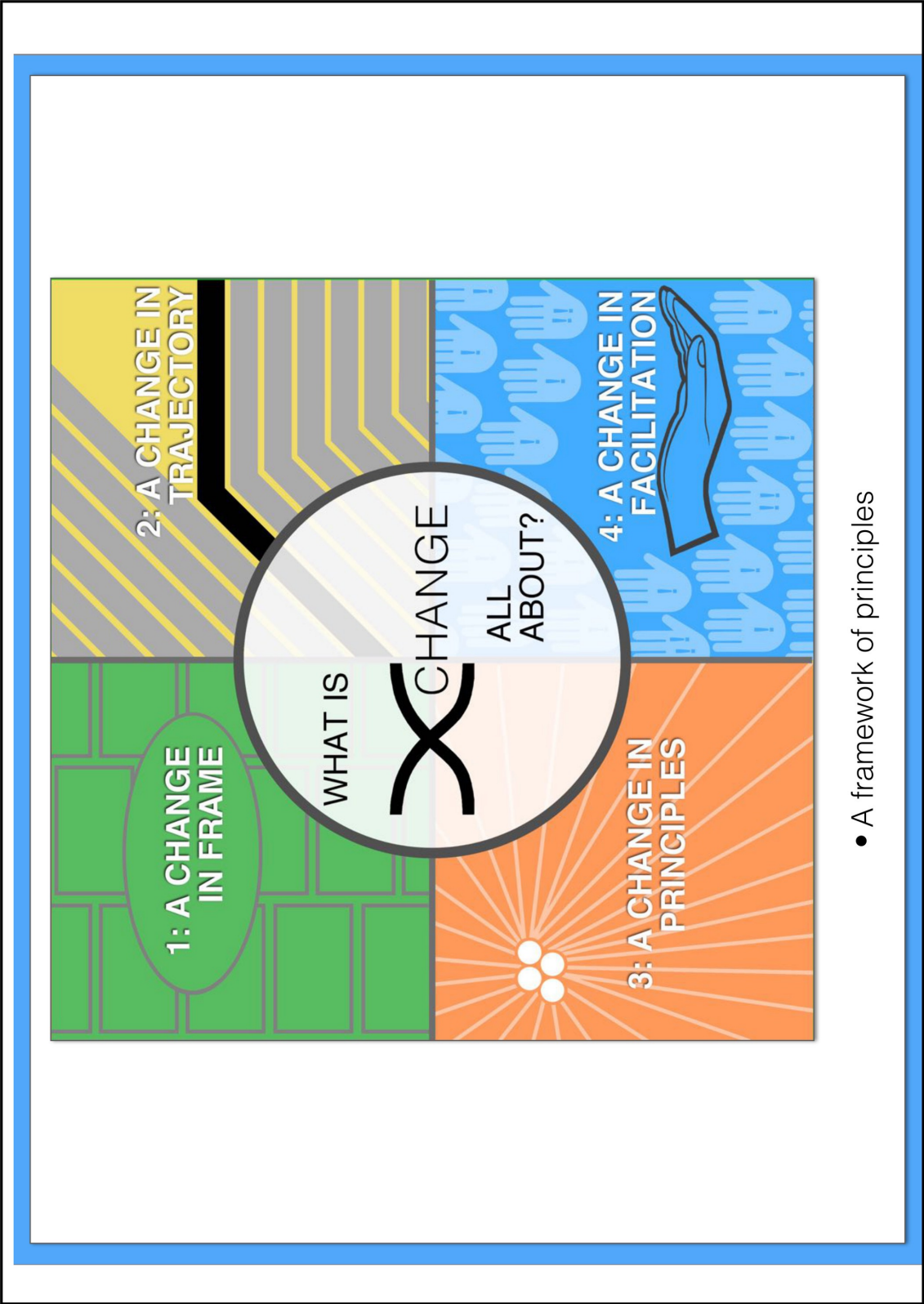
Search for:  
**Avenues Energy**





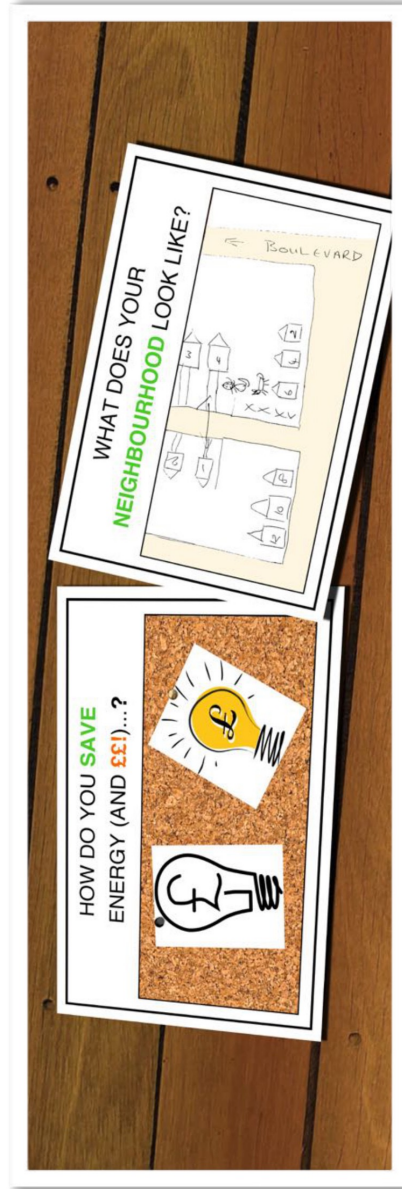
6.2K

# THE PROPOSITION: X CHANGE



- A framework of principles

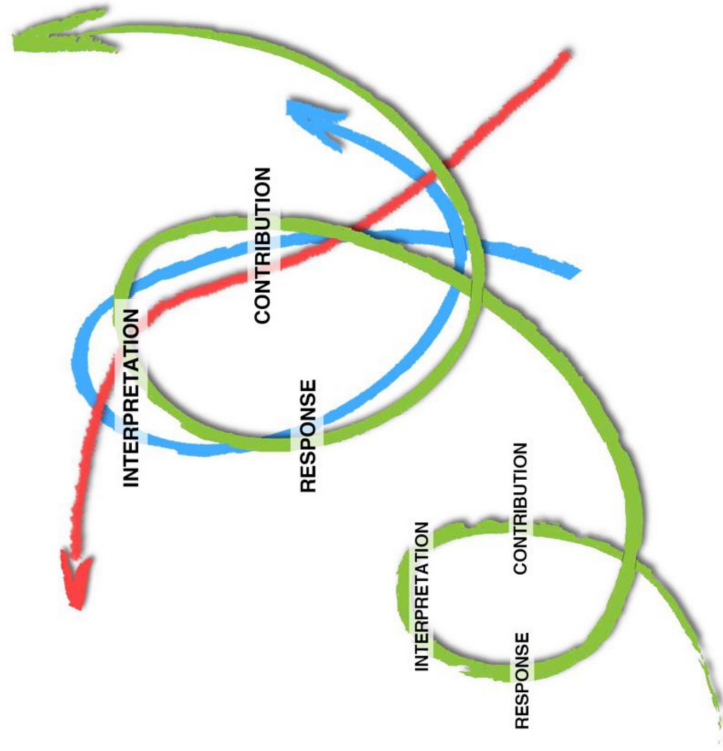
## I: A CHANGE IN FRAME



- Diagnosis-led - about interrogating, assembling, and sharing the multiplicity of perspectives on a given subject - as it stands (no presumption of intervention at the outset)
- A means to enhance or challenge perspectives through sharing of knowledge and experience
- Providing the foundations for a multiplicity of possible progressions, not just on the part of practitioners. But diagnosis may equally stand as an outcome in its own right

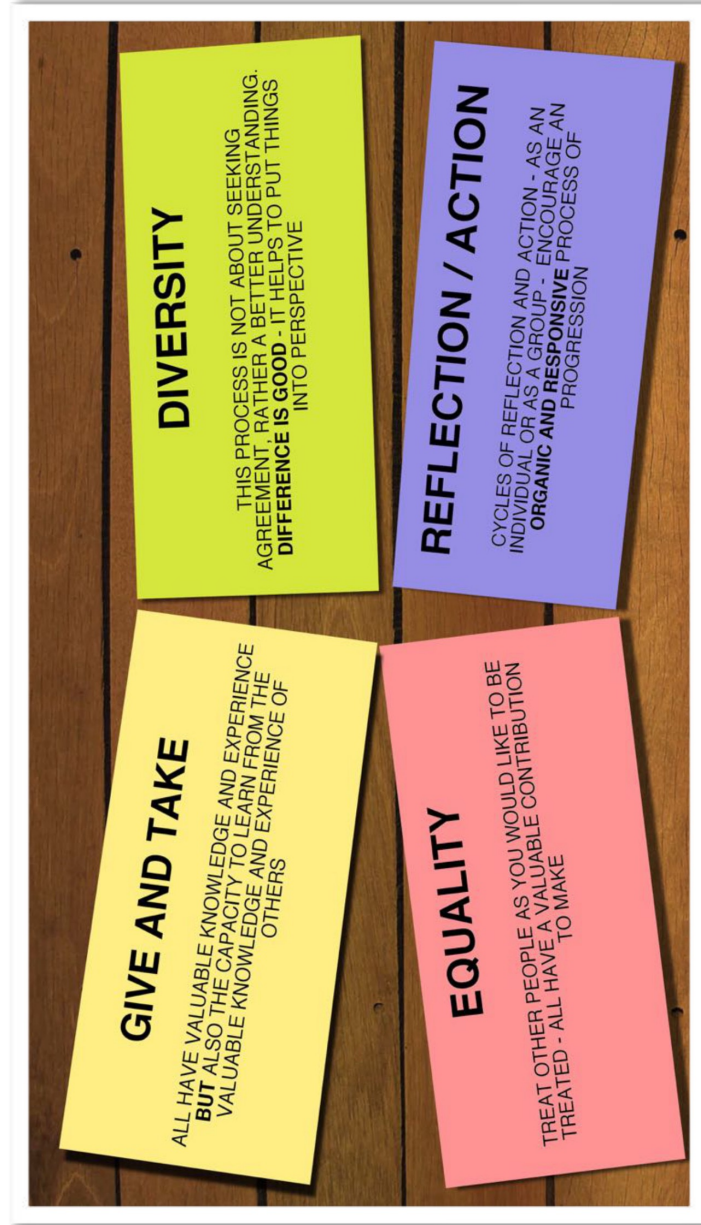


## 2: A CHANGE IN TRAJECTORY



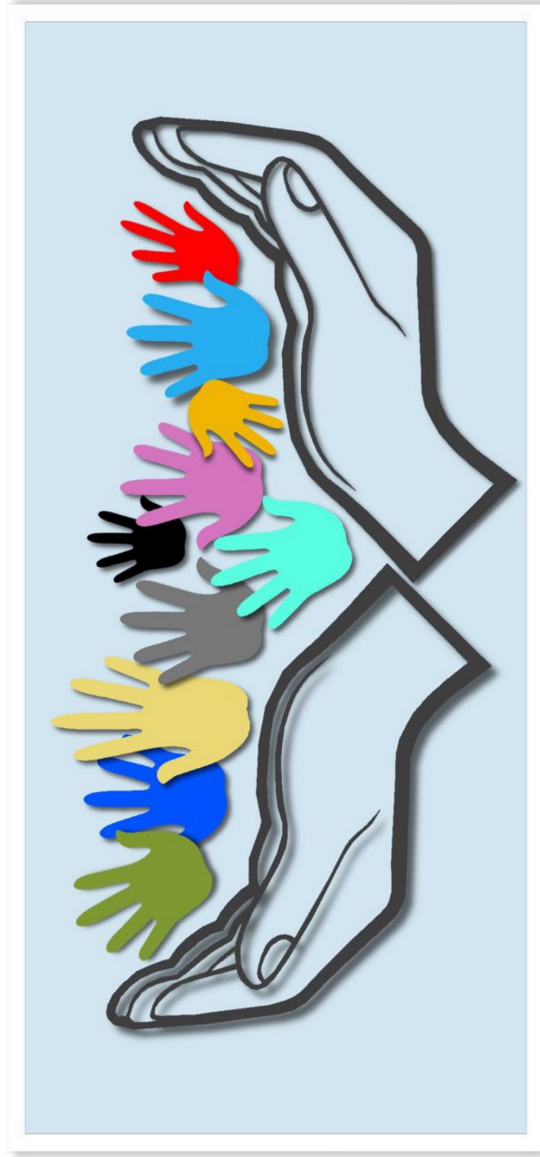
- Structured by cycles of contribution, interpretation and response
- Responsive to varying needs

### 3: A CHANGE IN PRINCIPLES



- Guiding the choice of appropriate participatory methods
- Outlining the conduct expected of all involved

#### 4: A CHANGE IN FACILITATION



- Undertaken by an empathetic outsider in order to avoid the compromises that currently afflict participatory activities when facilitated by practitioners
- A means to gain perspective and avoid bias
- Making practical use of the valuable skills honed by academics

# ONWARDS...

*How can we refine Xchange to suit the needs of practice?*



